CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

3.3 Organizing curriculum to facilitate student understanding of the subject matter

3.4 Utilizing instructional strategies that are appropriate to the subject matter

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

4.2 Establishing and articulating goals for student learning

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice in support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

REFLECTIVE QUESTIONS

COACHING SKILLS OF MENTORING

A trusting relationship
- Using good listening skills
- Empathetic acceptance
- Congruence between body language and verbal language

Clearly defined roles and expectations
- Desire to promote the teacher's autonomy and uniqueness
- Nonjudgmental conversation
- Honesty

Linguistic skills
- Paraphrasing
- Clarifying
- Pausing and using silence
- Mediational questioning

PARAPHRASING

Paraphrasing communicates that the listener has…
  HEARD what the speaker said,
  UNDERSTOOD what was said, and
  CARES

Paraphrasing involves either:
  RESTATING in your own words, or
  SUMMARIZING

Some possible paraphrasing stems include the following:
  So,…
  In other words,…
  What I'm hearing then…
  What I hear you saying…
  From what I hear you say…
  I'm hearing many things…
  As I listen to you, I'm hearing…

CLARIFYING

Clarifying communicates that the listener has …
  HEARD what the speaker said, but does
  NOT fully UNDERSTAND what was said.

Clarifying involves **ASKING A QUESTION** (direct or implied) to
  1. Gather more information
  2. Discover the meaning of language used
  3. Get clarity about the speaker's reasoning
  4. Seek connections between ideas
  5. Develop or maintain a focus

Some possible clarifying stems include the following:
  Would you tell me a little more about…?
  Let me see if I understand…
  I'd be interested in hearing more about…
  It would help me understand if you'd give me an example of…
  So, are you saying/suggesting…?
  Tell me what you mean when you…
  Tell me how that idea is like (different from)…
  To what extent…?
  I'm curious to know more about…
  I'm intrigued by…/ I'm interested in…/ I wonder…

NOTE: "Why?" tends to elicit a defensive response

MEDIATIONAL QUESTIONS

Mediational questions help the colleague
  HYPOTHESIZE what might happen
  ANALYZE what worked or didn't
  IMAGINE possibilities
  COMPARE & CONTRAST what was planned with what ensued
  EXTRAPOLATE from one situation to another
  EVALUATE the impact

Some mediational question stems include…
  What's another way you might…?
  What would it look like if…?
  What do you think would happen if…?
  How was… different from (like)…?
  What's another way you might…?
  What sort of an impact do you think…?
  What criteria do you use to…?
  When have you done something like…before?
  What do you think…?
  How did you decide…(come to that conclusion?)
  What might you see happening in your classroom if…?