

CSTP 1 Engaging & Supporting All Students in Learning	CSTP 2 Creating & Maintaining Effective Environments for Student Learning	CSTP 3 Understanding and Organizing Subject Matter for Student Learning	CSTP 4 Planning Instruction & Designing Learning Experiences for All Students	CSTP 5 Assessing Students for Learning	CSTP 6 Developing as a Professional Educator
<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Learning about individual students ● Adjusting to meet the diverse learning needs of students ● Awareness ● Life experience ● Real life connections ● Responsive ● Family and communities ● Cultural background ● Multiple perspectives ● Knowledge of students to make ongoing adjustments and accommodations in instruction ● Uses strategies and technologies to meet the diverse needs of students 	<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Emotionally safe ● High expectations ● Optimized learning ● Caring community ● Fair and respectful ● Demonstrates commitment to fairness ● Cultural awareness ● Reflect student diversity-the learning environment ● Rigorous, caring learning environment ● Variety of structures for engagement ● Strategic scaffolds ● Reflection & Self-Assessment ● Respectful Opinions (Fair/Equitable) 	<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Efficacy and teacher agency ● Connection and relevance to students ● Communicate and collaborate with resources ● Knowledge and awareness ● Engage students ● Broad understanding ● Make subject matter accessible to all students ● Seek additional info ● Create and implement scaffolds ● EL students strengths ● Provide equitable access ● Self-directed/monitoring of goals and goal setting 	<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Awareness ● Differentiated instruction ● Broad knowledge of students ● Systematic opportunities ● Goals ● Engaging students ● Support & challenge ● Seeks to learn ● Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures ● Engages students in the analysis of bias, stereotyping, and assumptions ● Learning goals are clearly articulated and students monitor their own progress 	<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Seeks to provide feedback in ways that students understand ● Variety of data points ● Intentional refinement of practice ● Differentiated learning needs ● Maximize student demonstrations of knowledge ● Uses results of ongoing data ● Engages families ● Communicates regularly with families ● Address underlying cause for achievement patterns and trends ● Facilitates student leadership to accelerate their learning 	<p>CRP Mindset Language:</p> <ul style="list-style-type: none"> ● Reflection on teaching practice ● Aligns personal goals with district goals to improve student learning ● Collaborates with colleagues/ community to improve student learning ● Build relationships with and communicate with families ● Understanding & awareness of cultural norms ● Knowledge of community/ connecting to community and resources ● Engaging students in community leadership ● Belief in student's capacity for achievement
<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Learning about Students, School, and Community Tools ● Real life Connections: <ul style="list-style-type: none"> ○ Writing assignments ○ Community action projects ○ Interactive journals ○ Student-centered technology ● One on One conferencing ● Parent conferences ● 2 by 10 strategy from CCM ● CFUs & formative assessments to drive instruction ● Feedback ● Critical questioning and reflecting ● Visuals-graphic organizers, anchor charts, Venn diagrams, thinking maps ● Authentic communication between students (Jeff Zwiers) 	<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Co-created norms and expectations ● Clear and defined expectations and procedures-culturally responsive consequences ● Standards-based instruction with scaffolds ● Weekly class meetings ● Hands-on instruction ● Student Reflection and Self Assessment ● Cooperative learning- using students learning styles ● Student roles and responsibilities 	<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Knowing students-data, areas of development, culture, family ● Building relationships/trust ● Extensive repertoire of instructional strategies ● Knowing subject matter-differentiation, scaffolds, relevance ● Understand language proficiencies and apply that knowledge to scaffold instruction and to select materials ● Reflecting/adjusting as you're teaching ● Collaboration- leadership, resource personnel, peers, paraeducator, families ● Intentionality-resources/ materials, pairing, environment, questioning ● Tapping into prior knowledge 	<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Planning with students in mind ● Case study students ● Culture through curriculum ● ASWs help identify needs and gaps in T knowledge about Ss (academically and socially) ● Unit and lesson plans based on student knowledge ● Groupings ● Students creating learning goals ● Use <i>Class Profile</i> tool to better understand student needs ● Small group instruction ● Conferencing (workshop) ● Student choice ● Front loading ● Self-assessment ● Student perception survey 	<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Multiple methods of assessment ● Students track their goals ● Progress monitoring-self-assess ● Student-friendly rubrics ● Peer assessment/lateral feedback ● Goal setting with students to develop an action plan ● Mini-conferencing ● Student portfolios ● Student-led conferences/ meetings with parents ● Consistent communication with parents 	<p>CRP Doable Actions/Measurable Observable Actions:</p> <ul style="list-style-type: none"> ● Community building activities inside and out in the community ● <i>Class Profile</i> ● Attending school and community events ● Regular positive communication with parents and families ● Focus and build on students' strengths ● Goal setting process ● Research/resources of CRP ● SEL Core Competencies included in lesson design (ex. Self-management, self-awareness) ● Attend professional development ● Engage in grade level or department planning

