

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