

Role Play Scenarios: CSTP Summary and Individual Learning Plan Conversations

Your teacher is overwhelmed by the number of sub elements in the CSTP standard they want to focus on. How do you support your teacher with determining which element to focus on?

Your teacher's site has specific elements that the site has selected for teachers to set goals on. How do you support your teacher in selecting two sub-elements for their Individual Learning Plan (ILP)?

Your teacher has an inflated perspective on their abilities that does not align with the evidence you've seen. What does it sound like when you work to more accurately identify their level of performance in the CSTP?

You have observational data and CAL conversations that supports the focus on particular CSTP standards/elements but your teacher wants to focus in other areas. How do you use your observational data and CALs to guide the conversation?

Teacher has already written a goal for their site evaluation process. How do you help your teacher refine their goal for the ILP process?

Your teacher has shared that their site has already determined goals that they are focusing on but they really want to focus on a different goal. How do you help your teacher align the focus?

Your teacher has completed the ILP Goal Setting process and is ready to share their goals with the site administrator. How can you help the teacher prepare for sharing these goals in a triad setting?

You are working with your teacher on the ILP process and your teacher asks you what the difference is between the “measurable observable evidence” vs. “doable actions”. How might you guide them in understanding the difference between these?