CSTPs, UDL Guidelines, Questions

CSTP 1: Engaging and supporting all students in learning			
CSTP	**UDL Strategy Suggestions**	**Focus Questions Year 1**	**Focus Questions Year 2 and Beyond**
1.1 Using knowledge of students to engage them in learning	• Vary activities and sources of information so that they can be: ○ Personalized and contextualized to learners' lives ○ Culturally relevant and responsive ○ Socially relevant ○ Age and ability appropriate ○ Appropriate for different racial, cultural, ethnic, and gender groups	★ How do you know your students as people? As learners? ★ How do you build trust with students and foster relationships so that students can thrive academically? ★ How might you get to know parents and connect with the community where you teach?	★ What steps might you take to understand the reasons for your students' behavior? ★ How do you recognize atypical behavior in students? ★ How might you adapt your teaching to reflect knowledge of your students? ★ How do you differentiate instruction based on what you know about your students' strengths, interests, and needs?
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	• Personalize and contextualized activities and sources of information to learners' lives • Anchor instruction by linking to and activating relevant prior knowledge (Color, principle) • Highlight previously learned skills that can be used to solve unfamiliar problems	★ How might you adapt your instruction based on what you know about your students' strengths, interests, and/or needs? ★ How might you help students see the connections between what they already know and the new material?	★ How might you connect classroom learning to students' life experiences and cultural backgrounds? ★ How might you support all students to use first and second language skills to achieve learning goals? ★ How might you build on

		★ How might you open a unit to capture student attention and interest?	students' comments and questions during a lesson to extend their understanding?
1.3 Connecting subject matter to meaningful, real-life contexts	● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge	★ How might you make connections between the subject matter and real-life contexts? ★ What are ways you might establish a connection between content and purpose for learning?	★ How might you provide opportunities for all students to acquire and practice skills in meaningful contexts? ★ How might you engage all students in a variety of learning experiences that accommodate the different ways they learn? ★ In what ways could students provide feedback and input regarding relevance of content to their lives?
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	● Provide tasks that allow for active participation, exploration and experimentation ● Support decoding of text, mathematical notation, and symbols (text-to-speech, Math ML, digital text with human voice recording, multiple representations, list of key terms) ● Use advanced organizers (KWL, concept maps, etc.)	★ How might you select and utilize a range of instructional approaches to engage students in learning? ★ How might you adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs? ★ How might you utilize multiple types of technology	★ How might you use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand? ★ How might you help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures? ★ How might you use differentiated instruction to meet the assessed learning needs of students and increase

		to facilitate learning?	active participation in learning? ★ How do you examine and use resources that minimize bias?
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	● Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways ● Invite personal response, evaluation and self-reflection to content and activities	★ How might you build on students' comments and questions to extend their understanding of the material? ★ How do you provide opportunities for students to think about, discuss, and evaluate content? ★ How might you encourage students to ask critical questions and consider diverse perspectives about subject matter? ★ How might you help students to develop and use strategies and technologies for accessing knowledge and information?	★ How might you encourage students to create, imagine, and innovate? ★ How do you encourage students to use multiple approaches and solutions to solve problems? ★ How might you support students to think and communicate with clarity and precision? ★ How might you help students apply previous learning to new situations?
1.6 Monitoring student learning and adjusting instruction while teaching		★ How might you systematically check for student understanding and revise plans accordingly? ★ How might you incorporate a variety of strategies in a lesson to check for student understanding? ★ How might you adjust the	★ How might you systematically check for student understanding and revise plans accordingly? ★ How might you monitor the learning of students with limited English proficiency or of students with special needs? ★ How do you make "on the

		lesson when you don't have enough time to complete everything you planned to do?	spot" changes in your lesson based on students' interests and questions? ★ How might you provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

CSTP	UDL Strategy Suggestions	Focus Questions Year 1	Focus Questions Year 2 and beyond
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	● Provide checklists, organizers, sticky notes, electronic reminders ● Create cooperative learning groups with clear goals, roles, and responsibilities ● Provide prompts that guide learners in when and how to ask peers and/or teachers for help ● Encourage and support opportunities for peer interactions and supports ● Construct communities of learners engaged in common interests or activities	★ In what ways might you develop students' leadership skills and provide opportunities to apply them? ★ In what ways might you help all students accept and respect diversity: cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation;	★ In what ways might you model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures? ★ How do you provide learning opportunities that encourage student-to-student communication with empathy and understanding? ★ What might you do to create a classroom culture

4

		and other aspects of humankind? ★ How do you engage students in shared problem-solving and conflict resolution? ★ How might you develop activities that support positive interactions among students and that help students get to know each other?	where students feel a sense of responsibility to and for one another? ★ How might you help students appreciate their own identities and view themselves as valued contributors to society?
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	● Give explicit prompts for each step in a sequential process ● Prompt the use of mnemonic strategies and devices ● Design activities so that learning outcomes are authentic, communicate real audiences, and reflect a purpose that is clear to the participants	★ How might you arrange and adapt classroom seating to accommodate individual and group learning needs? ★ How do you provide students access to resources, technologies, and comfortable workspaces? ★ How might you construct an equitable learning environment for all students?	★ How might you ensure that students develop an appreciation of diversity? ★ How might you establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development? ★ How might you create an environment that promotes optimal learning for each student?
2.3 Establishing and maintaining learning environments that are physically,	● Display information in a flexible format so that the perceptual features can be varied ● Create an accepting and supportive classroom climate	★ How do you build trust with students and foster relationships that allow students to thrive?	★ How might you create a safe, accessible learning environment for all students?

intellectually, and emotionally safe	● Vary the level of sensory stimulation: ○ Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time ○ Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities	★ How will you arrange the learning environment to facilitate positive and productive classroom interactions? ★ How do you foster the development of each student's self-esteem?	★ How might you encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion? ★ How might you encourage, support, and recognize the achievements and contributions of all students?
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	● Provide options for organizational methods and approaches ● Provide interactive models that guide exploration and new understandings ● Provide multiple examples of novel solutions to authentic problems ● Use templates that guide self-reflection on quality and completeness ● Provide feedback that encourages perseverance, focuses on development and efficacy and self-awareness ● Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance	★ How do you set high expectations for all of your students? ★ How might you provide students opportunities to examine and evaluate their own work and learn from the work of their peers? ★ How might you ensure access to challenging and diverse academic content for all students?	★ How might you encourage students to ask critical questions about the content? ★ How might you establish a productive, achievement-oriented climate in your classroom? ★ How might you motivate students to initiate their own learning and strive for challenging learning goals?
2.5 Developing, communicating, and maintaining high	● Invite personal response, evaluation and self-reflection to content and activities ● Provide differentiate models, scaffolds and	★ What are some ways you facilitate student participation in classroom	★ How do you help all students learn and take responsibility for their

standards for individual and group behavior	feedback for: ○ Managing frustration ○ Seeking external emotional support ○ Developing internal controls and coping skills	decision-making? ★ What are some ways you could be proactive to prevent and respond quickly to minimize behavioral issues? ★ How do you foster and support appropriate student behavior? ★ How might you understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?	own behavior and actions? ★ How might you collaborate with students, families, and communities to establish, caintain, and communicate standards for student behavior? ★ How do you understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	● Vary the level of novelty or risk: ○ Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions ○ Creation of class routines ○ Alerts and previews that can help learners anticipate and prepare for changes in activitie4s, schedules, and novel events	★ How might you involve all students in the development or classroom procedures and routines? ★ How do you help students transition smoothly and efficiently from one instructional activity to the next? ★ How might you develop daily schedules, timelines, classroom routines, and norms that	★ How might you apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities? ★ How might you connect district, site, and classroom procedures to promote a climate of fairness and respect for

		maximize learning?	all students? ★ Ho do you adapt routines, procedures, and norms to ensure the success of students with special needs?
2.7 Using instructional time to optimize learning		★ In what ways might you pace instruction to accomplish learning goals? ★ In what ways ways might you adjust instructional time so that all students remain engaged and challenged? ★ In what ways might you structure time for both independent and collaborative learning opportunities?	★ In what ways might you pace instruction to accomplish learning goals? ★ How might you redirect students' off-task behavior to make the most of instructional time? ★ How do you balance instructional, preparation, administrative, and managerial time?

CSTP 3: Understanding and Organizing Subject matter or Student Learning			
CSTP	**UDL Strategy Suggestions**	**Focus Questions Year 1**	**Focus Questions Year 2 and beyond**
3.1 Demonstrating knowledge of subject matter, academic content standards, and	● Highlight how complex terms, expressions, or equations are composed of simpler words or symbols ● Embed support for unfamiliar references within	★ How do I ensure that my subject matter knowledge is sufficient to support student learning?	★ How do you continue to keep your subject matter knowledge current? ★ How might you identify,

curriculum frameworks	the text	★ How might you maintain and utilize current understanding of relevant content standards and frameworks? ★ How do you ensure that your knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?	understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum framework? ★ How might you integrate key concepts, themes, relationships,m and connections across subject matter areas?
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	● Introduce graduated scaffolds that support information processing strategies ● Provide scaffolds that connect new information to prior knowledge (e.g., word webs, half-full concept maps,e tc.)	★ How might you build your understanding of your English Learner students' levels of language acquisition to best support their learning? ★ How will you connect content being taught to students' prior knowledge and experiences?	★ How do you apply your knowledge of human development and learning theory to the unique students that you teach? ★ How do you acquire understanding of your students' individual cognitive, social, emotional and physical development? ★ How might you build understanding of students with special needs in order to know how and when to differentiate instruction?

3.3 Organizing curriculum to facilitate student understanding of the subject matter	● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts, and literature, film and media) ● Embed new ideas in familiar contexts (use of analogy, metaphor, drama, music, film, etc.) ● Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps	★ How might you change the order of your lessons to help facilitate student learning? ★ How will you apply your knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships? ★ How might you utilize standards-aligned and/or adopted curriculum in ways that support student learning?	★ How might you use your knowledge of student readiness to learn to organize, sequence, and enhance the curriculum? ★ How might you organize subject matter to reveal and value different cultural perspectives? ★ How might you incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
3.4 Utilizing instructional strategies that are appropriate to the subject matter	● Illustrate through multiple media (storyboard, photograph, animation, diagram, table video, comic strip, etc.)	★ How might you develop and use a repertoire of instructional strategies appropriate to the subject matter? ★ How do you challenge all students to think critically in the subject area? ★ How might you help all students develop enthusiasm for and a deep knowledge of the subject matter?	★ How might you build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students? ★ How might you use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas? ★ How do you use

			strategies that make the depth and complexity of subject matter understandable to all students?
3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students	● Provide spell checkers, grammar checkers, text-to-speech software, human dictation, calculators, geometric sketch pads, sentence starters, story webs, outlining tools, concept mapping tools, etc.	★ How might you find out the full range of materials, resources, and technologies provided by the school or district? ★ How might you select and use learning materials and resources that reflect the diversity in your classroom? ★ How do you use technology to convey key concepts in the subject matter?	★ How might you select materials, resources, and technologies to support differentiated student learning of the subject matter? ★ How might you learn about and access new instructional resources to support student learning?
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	● Offer alternatives for auditory and visual information: captions, visual diagrams, charts, transcripts for videos, ASL, visual analogues, tactile equivalents, visual description for musical interpretation. ● Make all key information in dominant language also available in first language for EL and ASL for learners who are deaf ● Link key vocabulary to definitions and pronunciations in both dominant and heritage languages	★ In what ways can you address the Individual Education Plan (IEP) goals and objectives of your students with special needs? ★ How might you select materials, resources, and technologies to support subject matter instruction of your English learners	★ In what ways can you address the English language Development (ELD) standards as they relate to your English learners' levels of language acquisition? ★ How might you ensure access to the critical concepts and themes in the academic content

		and students with special needs?	standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

CSTP 4: Planning Instruction and Designing Learning Experiences for all Students			
CSTP	**UDL Strategy Suggestions**	**Focus Questions Year 1**	**Focus Questions Year 2 and beyond**
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	● Remove unnecessary distractions unless they are essential to the instructional goal ● Provide differentiated models to emulate and scaffolds that can be gradually released with increasing independence and skills	★ How might you incorporate students' prior knowledge and experience in your curriculum and instructional planning? ★ How might your understanding of your English Learner students' levels of language acquisition help you build scaffolds into your unit plan? ★ How might you plan lessons and unit that promote access to academic content standards for all	★ How do you use knowledge of your students' lives, families, and communities to inform your planning of curriculum and instruction? ★ How might you use knowledge of your students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs? ★ How might you use

		students? ★ How do you use knowledge of your students' diverse learning needs to plan instruction that supports their learning?	knowledge of your English learners' levels of language proficiency to plan instruction taht supports their subject matter learning and academic language development?

4.2 Establishing and articulating goals for student learning	● Provide learners with as much discretion and autonomy as possible by providing choices in such things as:
	  ○ The level of perceived challenge
	  ○ The type of rewards or recognition available
	  ○ The context or content used for practicing and assessing skills
	  ○ The tools used for information gathering or production
	  ○ The color, design, or graphics of layouts, etc.
	  ○ The sequence or timing for completion of subcomponents of tasks
		★ In what ways do you communicate clear, challenging and achievable expectations for students?
		★ How might you establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
		★ How might you establish learning goals that address school, district, and community expectations?
			★ In what ways do you build on the strengths, interests, and needs of all students to establish high expectations for learning?
			★ How might you develop goals that prepare students for successful transition to their next learning environment?
			★ How do you determine learning goals that address all students' language abilities and diverse learning needs?
			★ How could you work with students and families to establish learning goals?

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	• Pre-teach critical prerequisite concepts through demonstration or models • "Chunk" information into smaller elements • Offer opportunities over time to revisit key ideas and linkages between ideas	★ In what ways do you design an instructional program that considers the long-term and the short-term? ★ How might you use assessment results for long-term and short -term planning? ★ How do you collaborate with colleagues to make instructional decisions? ★ How do you design instruction so that students participate in setting and achieving their individual learning goals?	★ In what ways do you incorporate diverse subject matter perspectives in your planning? ★ How might you select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs? ★ How might you incorporate your professional expertise and knowledge of your students into a prescribed curriculum, pace, and district assessment calendar?
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	• Clarify unfamiliar syntax or underlying structure through alternatives (make connections to previously learned structures, make relationships between elements explicit) • Use physical manipulatives, social media, and interactive web tools • Solve problems using a variety of strategies	★ How might you ensure that each instructional strategy is related to learning goals? ★ How do you plan instruction to allow enough time for student learning, review, and assessment? ★ How might you address	★ How do you use your knowledge of subject matter and students to plan and appropriately pace instructional activities within a lesson and over time? ★ How do you check for understanding, prepare for adjustments,

		the ELD standards appropriately, based on your English learners' levels of language acquisition? ★ How do you address the IEP goals and objectives of students with special needs?	remediate or accelerate instruction, and individualize when appropriate? ★ How might you select materials, resources, and technologies to support the learning needs of English learners and students with special needs?
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	● Bridge concepts with relevant analogies and metaphors ● Make explicit cross-curricular connections ● Embed prompts to "show and explain your work" and to "stop and think" before acting	★ What are some ways you can assess the learning needs of your students? ★ How can you reflect on your successes and struggles and apply what you have learned about effective and ineffective strategies to existing plans or future lessons? ★ How might you proactively prepare for adjustments to your instruction based on formative assessments during class time? ★ How might you capture what you have learned during a particular lesson so that you can revisit	★ How do you interact with colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons? ★ How can you strengthen plans for students at identified levels of English proficiency and students with special needs? ★ How might you reflect on your success and struggles with the use of curriculum and apply what you have learned to existing plans and future

		your plans in advance of teaching the lesson again?	lessons?

CSTP 5: Assessing Students for Learning			
CSTP	**UDL Strategy Suggestions**	**Focus Questions Year 1**	**Focus Questions Year 2 and beyond**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	● Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies ● Provide alternatives for physically responding and interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard	★ How might you select assessment strategies and instruments appropriate to the learning outcomes being evaluated? ★ How do you design grading practices that draw on multiple sources of information and reflect student learning?	★ How might you become knowledgeable of the different types of assessments and their uses, benefits, and limitations that you draw on to inform your instruction? ★ How might you use your knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to your students?
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video	★ In what ways might you collect, select, and reflect upon evidence of student learning? ★ How do you collect,	★ In what ways might you keep a continuous and comprehensive record of group and individual achievement?

		select, and reflect upon evidence of student learning? ★ How might you use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)? ★ How do you assess student behavior to support learning?	★ How can you work with families to gather information about all students and their learning? ★ How might you use standardized tests, diagnostic tools, and developmental assessments to understand student progress? ★ How might you interpret data based on how an assessment is scored and what results it reports?
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	● Show representations of progress	★ How do you review student assessment data with colleagues? ★ How might you use assessment information to determine when and how to revisit content that has been taught? ★ How could you use assessment results to plan instruction to support English learners and students' IEPs?	★ In what ways might you use assessment results to monitor your teaching and guide planning and instruction? ★ How might you use assessment data to eliminate gaps between students' potential and their performance? ★ How could you use assessment results to plan instruction to support English learners and students' IEPs?

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	● Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals ● Provide models or examples of the process and product of goal-setting ● Provide guides and checklists for scaffolding goal-setting	★ How might you use informal assessments to adjust instruction while teaching? ★ How might you review and revise learning goals with students over time? ★ How might you use multiple sources of assessment to measure student progress and revise instructional plans?	★ How could you draw upon assessment data to support development of learning goals? ★ How might you ensure that student learning goals reflect key subject matter concepts, skills, and applications? ★ How might you work to differentiate goals and plans based on assessed needs of my diverse learners? ★ How might you address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	● Incorporate explicit opportunities for review and practice ● Post goals, objectives, and schedules in an obvious place ● Provide guides for breaking long-term goals into reachable short-term objectives ● Ask questions to guide self-monitoring and reflection ● Prompt learners to identify the type of feedback or advice that they are seeking	★ Describe tools you might develop and use that help students assess their work and monitor their own learning goals. ★ In what ways do you make assessment integral to the learning process? ★ How might you provide	★ How could you provide opportunities for students to demonstrate and reflect on their learning inside and outside the classroom? ★ How do you make assessment an interactive process between teacher and student?

	● Involve learners in setting their own personal academic and behavioral goals
	● Provide prompts, reminders, guides, rubrics, checklists that focus on:
	  ○ Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration
	  ○ Increasing the length of on-task orientation in the face of distractions
	  ○ Elevating the frequency of self-reflection and self-reinforcements
		opportunities for all students to engage in peer discussion and reflection of their work?	★ How might you model self-assessment strategies for all students?

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	● Use templates that guide self-reflection on quality and completeness ● Provide differentiated models of self-assessment strategies (role-playing, video reviews, peer feedback, etc.) ● Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors	★ How might you become familiar with and select technology resources that support assessment practices? ★ How do you plan to use technology to analyze student learning and inform instruction?	★ How might you use appropriate technology resources to communicate learning to students and their families? ★ How do you use technology to analyze student learning and inform instruction?
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	● Use assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples ● Provide feedback that is frequent, timely, and specific ● Provide feedback that is substantive and informative rather than comparative or competitive	★ How might you provide students with information about their progress as they engage in learning activities? ★ How will you initiate regular and timely contact with families and resource providers about	★ How might you communicate assessment results to families in ways that are respectful and understandable? ★ How might you provide families with ways to use assessment information at home to

		student progress?	improve student learning?

CSTP 6: Developing as a Professional Educator			
CSTP	**UDL Strategy Suggestions (NA)**	**Focus Questions Year 1**	**Focus Questions Year 2 and beyond**
6.1 Reflecting on teaching practice in support of student learning		★ In what ways do you reflect on your growth as an educator over time? ★ How do you learn about teaching as you observe and interact with your students? ★ How might you reflect on your instructional successes and challenges to move your practice forward?	★ How do you analyze your teaching to understand what contributes to student learning? ★ How do you formulate professional development plans that are based on your reflection and analysis? ★ How might you develop awareness of potential bias that might influence your teaching or affect student learning?
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development		★ In what ways do you engage in practice of lifelong learning? ★ How might you establish goals and seek out opportunities for professional growth and	★ How might you ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district

		development? ★ How might you learn more about your own professional roles and responsibilities? ★ How do you expand your knowledge and effective application of new instructional methods and technologies?	priorities, colleagues, supervisors, mentors, and your personal reflections? ★ How might you use professional literature, district professional development, and other professional opportunities to increase your understanding of teaching and learning? ★ How do you seek out and refine approaches that make the curriculum accessible to all students?
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning		★ Describe how you can contribute to the learning of other educators? ★ How can you contribute to school-wide events, activities, and decision-making? ★ How can you remain receptive to the feedback of colleagues, mentors, and supervisors in support of your teaching practices	★ Describe how you collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met? ★ How can you support school and district goals and priorities? ★ How do you establish and maintain productive

		and student learning?	relationships with other school staff to become a visible and valued member of the school and district communities?
6.4 Working with families to support student learning		★ How do you develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds? ★ How might you engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development? ★ How might you present the educational program to all families in a thorough and comprehensible fashion?	★ How do you value and respect students' families and appreciate their role in student learning? ★ How do you provide opportunities for all families to participate in the classroom and school community? ★ How might you present the educational program to all families in a thorough and comprehensible fashion?
6.5 Engaging local communities in support of the instructional program		★ In what ways might you increase your understanding of the cultures and dynamics	★ How do you value and respect the students' communities and appreciate the role of

		of your students' communities? ★ How might you seek out and use additional resources from the local community and businesses to support student learning? ★ How might you provide your students with community-based experiences that support their learning?	community in student learning? ★ How might you promote collaboration between school and community? ★ How could you identify and draw upon school, district, and local community social service resources to benefit students and their families?
6.6 Managing professional responsibilities to maintain motivation and commitment to all students		★ How do you find support and develop strategies to balance professional responsibilities with your personal needs? ★ How do you manage stress and maintain a positive attitude with students and colleagues?	★ How can you challenge yourself intellectually and creatively throughout your career? ★ How do you address the implications and challenges of teaching? ★ How do you identify sources of engagement and review in your professional work?
6.7 Demonstrating professional responsibility, integrity, and ethical conduct		★ How might you contribute to school and student success by being knowledgeable of learning goals, standards and objectives	★ How might you remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements

		established by relevant national, state, and local organizations and stakeholders? ★ How do you maintain professional conduct and integrity in the classroom and school community? ★ How do you interact appropriately with students and families outside the classroom?	applicable to the profession? ★ How might you meet your professional obligations to implement school, district, state, and federal policies and guidelines? ★ How will you extend your knowledge about your professional and legal responsibilities for students' learning, behavior, and safety?

CSTP Document