

B-3.2 ▲ Informal Classroom Observation: CSTPs and Induction

Directions: Using this form (or an alternate), the Support Provider will collect evidence of the CSTP elements observed as the Participating Teacher teaches a lesson.		Collection of Evidence
CSTP 1 Engaging and Supporting All Students in Learning	1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	T - charted math notes, with concentration on developing math concepts, all tied to previous increments taught, lesson also tied to everyday, and practical use of measurement
	1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	T - charted, using multiple colors to distinguish key concepts, used hands-on manipulatives to further illustrate concepts being taught
	1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	T - modeled attack strategies for math concept, and used a interactive guided learning approach to follow through on practice problems
	1.4 Engaging students in problem solving, critical thinking, and other activities that make subject-matter meaningful	T - engaged students in thinking about how and why we measure objects,
	1.5 Promoting self-directed, reflective learning for all students	S - understand the routine for asking for help, collaborative groups are placed specifically to support every learner through each subject area
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	2.1 Creating a physical environment that engages all students	Students seated in mixed-leveled collaborative groups, Multiple teaching and tools charts posted on the walls.
	2.2 Establishing a climate that promotes fairness and respect	Environment is warm and inviting for students to participate and take risk
	2.3 Promoting social development and group responsibility	Collaborative Group Writing posted on the walls, with students' work accounted for and separated by different colors.
	2.4 Establishing and maintaining standards for student behavior	S - entered class early, and set right into routine, preparing themselves for the day, routines are clearly established, students were focused and set about their duties
	2.5 Planning and implementing classroom procedures and routines that support student learning	Daily Schedule posted on the white board, Page numbers posted for each text that the students will be using for the day
	2.6 Using instructional time effectively	T - uses signal words, (Georgia - Atlanta), to transition to new activity or lesson

Date:

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CSTP 3 Understanding & Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject matter content and student development	T - reviewed previous concept taught, and modeled with guided interaction to solve the problem, Lesson was organized into comprehensible chunks for maximum learning
	3.2 Organizing curriculum to support student understanding of subject-matter	T - modeled how to create an expanded 1 inch rule, with all marks, hands on
	3.3 Interrelating ideas & information within & across subject-matter areas	T - made reference to how measurement stretches across various subject areas.
	3.4 Developing student understanding through instructional strategies that are appropriate to the subject-matter.	T - modeled, while students created their own 1 to 2 inch ruler with all measurement marks
	3.5 Using materials, resources, and technologies to make subject-matter accessible to students	T - used Doc Cam to model how to make a 1 - inch ruler...
CSTP4 Planning Instruction and Designing Learning Experiences for All Students	4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	T - used examples of usage of measurement tools to connect the key concepts to the students' lives
	4.2 Establishing and articulating goals for student learning	T - presented learning goals for the math day, and constantly referred back to the objective...
	4.3 Developing and sequencing instructional activities and materials for student learning	Early start warm-ups and preparation for the learning day during morning music and announcements,
	4.4 Designing short-term and long-term plans to foster student learning	
	4.5 Modifying instructional plans to adjust for student needs	

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CSTP 5 Assessing Student Learning	5.1 Establishing and communicating learning goals for all students	T - set the learning goals for the math day, students processed the learning objective to set their understanding for what they are going to learn....
	5.2 Collecting and using multiple sources of information to assess student learning	T - uses both informal and formal observations for assess student learning, formative test are given weekly to adjust the learning and teaching
	5.3 Involving and guiding all students in assessing their own learning	T - students compare work with partners, checking for accuracy, and adjusting learning to focus on what they need in order to accomplish mastery of the math concept
	5.4 Using the results of assessments to guide instruction	
	5.5 Communicating with students, families, and other audiences about student progress	T - provides parents with a weekly report, informing them about behavior and academic successes and struggles
CSTP 6 Developing as a Professional Educator	6.1 Reflecting on teaching practice and planning professional development	
	6.2 Establishing professional goals and pursuing opportunities to grow professionally	
	6.3 Working with communities to improve professional practice	
	6.4 Working with families to improve professional practice	
	6.5 Working with colleagues to improve professional practice	
	6.6 Balancing professional responsibilities and maintaining motivation	