

digiCOACH - CSUSB digiCOACH Edition

CSTP Aligned - Supporting ECSE, MMSN, and ESN

Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning	Understanding and Organizing Subject Matter for Student Learning	Planning and Designing Learning Experiences for All Students	Assessment for Learning	Developing as a Professional Educator
1A: Focus on Students	2A: Learning Environment	3A: Knowledge of Subject Matter Content and Pedagogy	4A: Plan for Diverse Learners	5A: Understanding, Collecting, and Interpreting Assessments and Data	6A: Reflection on Practice
Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.	Teachers create dynamic and engaging asset-based academic and social-emotional learning environments and climates that promote growth, creativity, and intellectual curiosity for each student.	Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address state and local subject or grade-level expectations, language demands, content standards, and curriculum frameworks.	Teachers plan instruction for student growth and achievement based on content-area knowledge, individual student performance data, linguistic strengths and needs, social emotional and academic goals, diverse strengths, backgrounds, experiences, and the community context.	Teachers understand, collect, analyze, and interpret assessment data to plan and differentiate instruction and improve systems and practices that continuously promote student learning.	Teachers continually examine and evaluate their own practice to apply intentional actions that incorporate their new understanding and perspectives as a guide for professional growth and effectiveness.
1B: Knowledge of Students	2B: Student Behavior	3B: Connection to the Worlds in Which We Live	4B: Design and Development	5B: Assessment Data Used to Inform Instruction	6B: Focused Professional Learning
Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in service of increasing active engagement in learning.	Teachers develop, communicate, model, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity and productive interactions, and that maximize opportunities for each student to learn and thrive.	Teachers create learning experiences that leverage students' identities as a resource for motivation and learning. They demonstrate how to connect concepts and integrate students' unique backgrounds, perspectives, and cultural identities to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic disciplinary issues and themes.	Teachers organize and prepare learning experiences, informed by evidence-based teaching strategies and materials, that are rigorous and relevant to students' diverse developmental needs and interests.	Teachers use varied methods of assessment, tools, and processes to enact data-based decisions, equitable grading practices, and curricular and instructional effectiveness, and adjust their practices to meet the strengths and needs of each student to facilitate their academic growth.	Teachers extend their expertise in ongoing professional learning related to subject matter content, teaching skills, and different equity perspectives that include race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status.
1C: Student Backgrounds and Family Engagement	2C: Organization and Management	3C: Modification of Curriculum Design and Implementation for Specific Students/Student Groups	4C: Instruction and Facilitation	5C: Communication of Assessment and Data	6C: Collaboration with Colleagues
Teachers meaningfully involve all families and caregivers in addressing students' learning needs and well-being, and are responsive to the economic, social, cultural, linguistic, and community factors that impact student growth.	Teachers organize and manage an equitable learning environment by employing culturally relevant classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which each student can grow and learn.	Teachers plan and implement practices that position each learner, including students with various levels of linguistic assets, learning abilities, and communicative proficiencies as well as students with special needs, with equitable access to critical concepts and themes in the academic content standards and state curriculum frameworks at an appropriate level to promote academic and linguistic growth.	To facilitate student engagement, learning, well-being, and efficacy, teachers understand subject matter content and integrate it with how students learn.	Teachers collaborate with students, families, and caregivers to foster student learning by increasing their understanding and application of assessment information.	Teachers consult, collaborate, and communicate with others to develop, enhance, and implement a common understanding of promising practices for academic, social, cultural, economic, and legal contexts and integrate their learning into teaching and support practices that meet students' diverse learning needs, interests, and strengths.
1D: Diversity and Differentiation	2D: Inclusive Environment	3D: Alignment/Integration Across Subjects	4D: Instructional Adaptations	5D: Assessment for Continuous Improvement	6D: Collaboration with Families, Caregivers, and the Broader Community
Teachers are responsive to and respectful toward learners' differing experiences, cultural identity, strengths, interests, and needs and are well-prepared and committed to further every learner's development.	Teachers develop and maintain a globally inclusive learning environment in which the diversity of all individuals within the school community and beyond are validated to ensure that the academic and social-emotional needs of each student are met.	Teachers elevate lessons by enabling students to apply interdisciplinary knowledge and skills to identify and explore complex, authentic, and relevant subject-matter issues and propose solutions.	Teachers create and implement instructional plans, learning activities, curricular resources, and time allocations that result in differentiated learning and support activities and that address the dynamics of students' identified assets and needs.	Teachers, individually and with others, reflect upon and evaluate the effectiveness of the comprehensive assessment system to make adjustments to instruction, school programs, and district priorities.	As part of a systematic and comprehensive community of learners, teachers promote student success through the alignment of school, family, and community support for a high quality instructional program and coordinated student support, engagement, and success.
		3E: Curriculum Materials and Resources			6E: Ethical and Professional Conduct and Demonstrating Professional Responsibilities
		Teachers use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to increase relevance, equity, and accessibility to curriculum and subject-matter learning.			Teachers promote positive relationships with members of the school community while modeling ethical conduct and maintaining professional boundaries and legal requirements.
					6F: Activating Access and Equity
					Teachers strive to eradicate barriers to student access and opportunity by modeling integrity and fairness that results in the quality experiences necessary for every student to learn and thrive.
					6G: Professional Growth and Well-being
					Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth and their own physical and emotional wellness.