



INDUCTION STANDARDS FOR THE TEACHING PROFESSION

Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching

Overall Statement of Intent: Participating teachers **grow and improve** in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific skills described below **beyond what was demonstrated for the preliminary credential**.

Participating Teachers will:

PROGRAM STANDARD 5: Pedagogy

- Utilize adopted academic content standards, curriculum frameworks and instructional materials in the context of their teaching assignment.
- Use and interpret student assessment data from multiple measures to inform instruction.
- Plan and differentiate instruction using multi-tiered interventions, assessed academic language, literacy and diverse learning needs.
- Create and maintain safe and well-managed classrooms that value and respect the whole student according to state laws and local protocol.
- Be fluent, critical users of technology in all aspects of teaching (both teacher applications and student applications). Local district technology policies are followed.

PROGRAM STANDARD 6: Universal Access: Equity for All Students

- Protect and support all students by designing and implementing equitable and inclusive learning environments.
- Maximize academic achievement for all students.
- Plan and deliver instruction that is culturally responsive and minimizes bias.
- Use a variety of resources to collaborate and communicate with students, colleagues, resource personnel and families.
 - a. Teaching English Learners**
 - Adhere to legal and ethical obligations including identification, referral and re-designation processes.
 - Implement district policies for primary language support.
 - Plan instruction based on students' levels of proficiency and literacy as assessed by the CELDT, CST and local assessments.
 - Implement one or more of the components of ELD (grade-level academic language instruction, ELD proficiency level, content-based ELD).
 - Instruct English Learners using adopted instructional materials.
 - Differentiate for primary language and proficiency levels, culture, level of acculturation and prior schooling.
 - b. Teaching Special Populations**
 - Adhere to legal and ethical obligations including identification and referral processes.
 - Implement district policies regarding support services.
 - Communicate and collaborate with special services personnel.
 - Ensure instruction according to students' assessed levels of academic, behavioral and social needs.
 - Provide accommodations and modifications based on assessed needs.
 - Employ a strengths-based approach and positive behavioral support strategies.
 - Instruct using adopted instructional materials and resources.