

# Continuum of Teaching Practice



## Directions for Support Providers

Support providers working with participating teachers authorized by RIMS-BTSA for the Clear Education Specialist Induction Program also apply directions indicated by ✨.

Comprising a crucial aspect of formative assessment, the **Continuum of Teaching Practice (Continuum)** is a tool for evidence gathering, self-reflection, goal setting, and inquiry aligned with the *California Standards for the Teaching Profession (CSTP)*. Over the course of the year, every element of each standard will be visited. The evidence-based **Continuum** guides and supports teachers in making informed decisions about their teaching practice.

### STEP ONE

#### Learning About the Continuum of Teaching Practice

- ❑ Preview the **Continuum of Teaching Practice (Continuum)** by reviewing the descriptions of the five levels of development across the *California Standards for the Teaching Profession (CSTP)*. The *Developmental Levels* of the **Continuum** begin with the expectation that as a preliminary credential holder, your participating teacher is already at **Level 1: Emerging** unless evidence indicates otherwise.
- ❑ As you begin **Preparing for Inquiry** with your participating teacher, familiarize yourself with the pieces of evidence that you and your participating teacher might collect in order to evaluate the developmental level on each standard of the **Continuum**. *Sources of Evidence* linked in the *Additional Resources* section of the RBO® Status Record may be used as a reference tool for the types of evidence to consider and collect.
- ❑ Familiarize yourself with the navigation methods and tools available on the electronic **Continuum**. Self-assessment of developmental levels is recorded with highlighting, underlining, or a combination of the two; documentation of the evidence in support of the self-assessment is recorded with post-it comments, text in the “Notes” box, or a combination of the two.
- ❑ Reflect on how best to introduce the **Continuum** to your participating teacher.
- ❑ Read through the **Continuum** with your participating teacher and discuss its structure and the methods of using it as a tool for self-assessment and documentation of growth over time. Discuss areas of growth that your participating teacher would like to address.

### STEP TWO

#### Assessing Initial Teaching Practice Using the Continuum of Teaching Practice

During **Preparing for Inquiry: Context of Teaching and Learning:**

- ❑ Examine **CSTP 6: Developing as a Professional Educator**. Guide your participating teacher in self-assessing the initial developmental level of their teaching practice in each element of this standard. Help your participating teacher record on the electronic **Continuum** the self-assessment, date, and any evidence supporting a self-assessed level other than *Level 1: Emerging*.
- ❑ As your participating teacher concurrently gathers information in **Preparing for Inquiry**, meet and **choose a CSTP standard** on which to collect evidence related to the language of that standard. Request that the participating teacher collect that evidence prior to your next meeting. At the next meeting, use the evidence that was collected to guide your participating teacher in determining the level of teacher development for each element in that standard. Have your participating teacher document that level and cite the supporting evidence and date on the electronic **Continuum**.

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- ❑ Over the next few weeks, have your participating teacher continue to choose a CSTP standard, collect and examine evidence, determine developmental levels, and document on the electronic **Continuum** the self-assessments, date, and evidence for each element of the standard chosen.
- ❑ Prior to beginning the **Inquiry**, assist your participating teacher to complete a thorough initial self-assessment using the entire **Continuum** to reflect on and identify areas of strength and areas of growth to inform professional development goals, teaching practices, and student achievement.
- ❑ ★ Upon the completion of the initial self-assessment using the entire **Continuum**, have your participating teacher use the data to:
  - craft a professional growth goal using the *Conversation Guide – Professional Development Options for Education Specialists* and create a draft inquiry question for Cell 2 of the *Individual Induction Plan (IIP)*.
  - complete the Initial Reflective Summary on the *Education Specialist Reflection: Continuum of Teaching Practice*. This summarizes not only areas of strength but also areas of growth which may be a focus of **Inquiry into Teaching and Learning**.

### STEP THREE

#### Revisiting the Continuum of Teaching Practice After Each Inquiry

- ❑ After reflecting on the lesson series your participating teacher designs and implements during each **Inquiry** and the impact of instruction on student achievement, revisit the elements of the CSTP that were addressed in the *IIP*. Using evidence collected throughout the lesson series, have your participating teacher reflect on, self-assess, and document electronically the current levels of practice for those CSTP elements only. Discuss these self-assessments and evidence with your participating teacher and the growth that has occurred.
- ❑ In addition to the focus CSTP elements addressed in the *IIP*, reflect with your participating teacher on any additional CSTP elements for which evidence has been collected to support professional growth. On the electronic **Continuum**, guide your participating teacher in self-assessing current levels of practice and indicating the evidence and dates to support these assessments.
- ❑ ★ After completing each **Inquiry** and self-assessment of current levels of practice on CSTP elements addressed, assist your participating teacher in completing the Inquiry Reflective Summary on the *Education Specialist Reflection: Continuum of Teaching Practice* and noting any newly-acquired insights of teaching practice.

### STEP FOUR

#### Using the Continuum of Teaching Practice to Reflect on the Impact of Inquiry on Teaching and Learning

- ❑ Revisit the **Continuum** and review each standard and the levels of development your participating teacher has documented **over the year**. Update any elements as necessary, including the supporting evidence and dates.
- ❑ The entire documentation of self-assessments using the **Continuum** provides a holistic picture of teaching practice and is a source of reflection for the **Impact of Inquiry on Teaching and Learning**.