

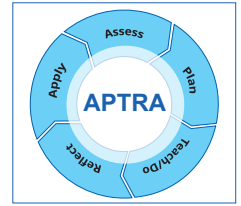


# North Coast School of Education

## Professional Development

### Candidate Year 2: Inquiries 3 - 4

Candidates participating in **Year 2** of the North Coast School of Education’s (NCSOE) Teacher Induction Program continue to deepen their understanding of the California Standards for the Teaching Profession (CSTP) and the Continuum of Teaching Practice. Through completion of Inquiry 3 and 4, the **Assess, Plan, Teach, Reflect, Apply (APTRA)** cycle enables Candidates to refine decision-making, develop high-quality lessons, and utilize effective pedagogical strategies, thus increasing student achievement and engagement.



The reflective process of each Inquiry, combined with continued guidance from their colleagues, Mentor, and Site Administrator, places Candidates on the trajectory to be awarded their Professional Clear Credential at the end of Year 2. More importantly, Candidates will leave the Program knowing that teaching and learning is a career-long endeavor requiring a mindset of continuous improvement.

### YEAR 2 INQUIRY CONTENT OVERVIEW

The Year 2 professional development is designed to deepen Candidates’ understanding of how all six of the CSTP are separate standards yet naturally integrate across common themes in education.

The topics for Year 2 are: **Inquiry 3 - Connection: From Surviving to Visioning** and **Inquiry 4 - Relevance: Planning for Long-term Practice**. As in Year 1, Candidates personalize their professional journey through the inquiry process by analyzing the needs of self and students to develop a relevant, personalized inquiry question and action research plan for each inquiry.

### Inquiry 3

#### Connection: From Surviving to Visioning

#### Creating and Maintaining Effective Environments for Student Learning (CSTP 2)

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#### Assessing Students for Learning (CSTP 5)

*Why use data to assess, share and connect with student learning?*

This professional development sets the stage for the second year of Induction, reviewing the inquiry process (Assess, Plan, Teach, Reflect, Apply) for action research. Candidates investigate the California Standards for the Teaching Profession (CSTP) by using the Continuum of Teaching Practice. They consider action research, artifacts, and evidence of learning to document personal and professional development as well as time management strategies to work with daily and long-term tasks and growth.

#### Planning Instruction & Designing Learning Experiences for All Students (CSTP 4)

*Why use a variety of instructional strategies and curricular resources to plan instruction that connect students with effective learning experiences?*

Candidates explore practices with project-based learning, brain-based learning, and multiple intelligences in order to plan instruction. Candidates make clear connections between planning lessons, teaching, and learning that appeal to all students. They focus on backwards planning and conceptually designing learning activities, as well as discover where to gather resources for successful implementation of instruction.

#### Creating and Maintaining Effective Learning Environments (CSTP 2)

*Why promote social development and responsibility within an effective learning environment that connects students to caring communities?*

Candidates make connections regarding larger social communities and explore a variety of socially-responsive learning environments and strategies. Trauma-based teaching, diversity, and positive student interactions are topics covered. Candidates focus on personal health and safety by discussing how to manage stress, create balance, and maintain a positive attitude during this busy time of year.

#### Engaging and Supporting Students in Learning (CSTP 1)

*Why promote critical thinking to engage and support all students in making connections to inquiry, problem solving and reflection?*

Candidates research a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of all students. Candidates examine the difference between student engagement and student compliance. They consider highly effective questioning techniques that engage and support all students throughout the learning process. Candidates discover the importance of promoting critical thinking through inquiry, problem solving, and reflection. A final component is promoting technology use that is effective and responsible.



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## Professional Development

### Candidate Year 2: Inquiries 3 - 4

#### Inquiry 4

**Relevance: Planning for Long-term Practice**

##### Developing as a Professional Educator (CSTP 6)

*Why work with colleagues, families, and communities beyond the classroom to build relevancy for students?*

Candidates focus on building and maintaining relationships by considering current communication, culture, and collaboration between staff, parents, and students. They identify and draw upon school, district, and local community resources that benefit students and their families, and they learn strategies to promote relevancy and collaboration between school and community.

##### Understanding & Organizing Subject Matter for Student Learning (CSTP 3)

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##### Engaging and Supporting All Students in Learning (CSTP 1)

*Why organize and design subject matter to make learning relevant for all students?*

Candidates establish connections between subject matter to both the purpose for learning and real-life contexts through design thinking for educators. They work with the importance of receiving feedback from students regarding the meaningful connections that subject matter has to them personally. Candidates discuss a variety of learning experiences that accommodate the different ways students learn.

##### Planning Instruction and Designing Learning Experiences for All Students (CSTP 4)

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##### Assessing Students for Learning (CSTP 5)

*Why establish long-term and short-term goals and use ongoing assessment based on academic content standards that reflect students' strengths, interests, language abilities, and diverse learning needs?*

Candidates focus on diversity, equity, and access in connection with student populations as well as the importance of differentiating student assessments and social-emotional learning. Discussion and activities highlight assessments, student assumptions, misconceptions, academic planning with equity and access at the forefront.

##### End-of-Year Reflection and Showcase & Developing as a Professional Educator (CSTP 6)

*Why create and maintain collaborative, relevant professional growth opportunities and communities?*

In the final showcase of Teacher Induction, Candidates reflect on the school year and their growth as an educator. The completion of the final Individual Learning Plan is the main focus and a final showcase offers an opportunity for Candidates to share and reflect upon their work and the work of others. Candidates examine their teaching practice beyond Teacher Induction and identify relevancy for ongoing reflection and practice.

### North Coast Teacher Induction Program

*"The series of seminar topics was a good way to focus my thinking about different areas of teaching where I could improve my practice."*

