

A resource for coaches and mentors

Make professional growth visible and useful

CSTP in Action gives teachers and their coaches a shared way to connect the California Standards for the Teaching Profession (CSTP) to everyday practice, evidence, reflection, and student experience. Use it within the conversations and inquiry cycles you already have.

What it helps you do

Name a focused growth area

Use a CSTP element and developmental descriptions to discuss a strength and a meaningful next step.

Make goals observable

Translate a broad intention into a teaching practice the teacher can try and describe.

Examine evidence together

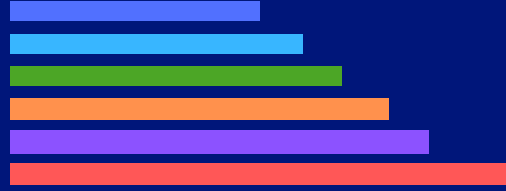
Consider student work, participation, feedback, and teacher reflection without reducing growth to a checklist.

Keep students in view

Ask what changed in students' experience or learning after a change in practice.

Use it in your existing coaching rhythm

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| Before a meeting | Invite the teacher to choose one CSTP element and bring a small piece of evidence. |
| During the meeting | Explore what the evidence shows, what remains uncertain, and what to try next. |
| After the meeting | Agree on one practice change and what student response to look for. |



CSTP IN ACTION

FROM STANDARDS TO STUDENT IMPACT

A coaching cycle in practice

A teacher notices that several students begin independent work without a clear understanding of the task. The teacher and coach choose a relevant CSTP element and work through one focused cycle.



The five steps

1. Standards

Select a CSTP element related to checking for and responding to student understanding.

2. Practice

Use a brief check for understanding before independent work; adjust the directions or support based on responses.

3. Evidence

Save sample responses, note which students begin successfully, and ask students where they still need clarity.

4. Reflection

Compare the evidence with the starting point. Discuss what helped, who still needs support, and why.

5. Student Impact

Look at later work and student feedback to see whether more students can explain the task and begin with confidence.

Questions for the next conversation

- What did you try?
- What do the student responses suggest?
- Whose experience might be missing from the evidence?
- What is one next step worth testing?

A formative resource, not a rating tool.

Use the handbook to support teacher reflection and growth alongside your program's requirements and local evaluation process