

CSTP IN ACTION

FROM STANDARDS TO STUDENT IMPACT

Make teacher growth visible. Keep student impact in focus.

CSTP in Action helps school leaders use the California Standards for the Teaching Profession (CSTP) in coaching, professional learning, goal setting, and teacher reviews. It gives educators a shared way to describe practice, examine evidence, and decide what to try next.



Why leaders use it

- Build a shared language. Connect feedback to specific CSTP elements and observable teaching practices.
- Make coaching more actionable. Move from a broad goal to a practice to try, evidence to collect, and a focused next step.
- Support teachers at different stages. Use developmental descriptions to recognize strengths and identify appropriate growth.
- Connect adult learning to student experience. Look at student work, participation, feedback, and learning along side changes in practice

Where it fits in existing work

Goal setting

Identify a CSTP-aligned focus and define what improvement would look like.

Coaching and observations

Use specific evidence to discuss instruction and plan a next step

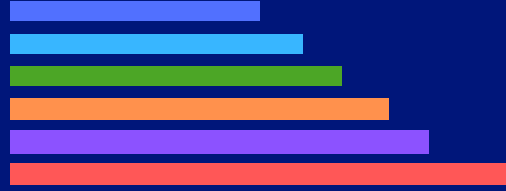
PLCs and professional learning

Examine a common practice and its effect on student learning.

Induction and mentoring

Give new teachers and coaches a consistent structure for reflection

A useful leadership question: What changed in the teacher's practice, and what changed for students?



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A stronger yearlong review cycle

CSTP in Action can complement a school or district's existing review and evaluation process. It helps teachers and leaders revisit a growth goal throughout the year, gather evidence from more than one moment, and make the annual conversation specific and useful.

Use it at each stage

Set a focus

Choose a relevant CSTP element. Describe the practice the teacher wants to develop and the student need it addresses.

Try and observe

Identify a manageable instructional change. Use observations, coaching notes, and teacher reflection to notice what happens.

Gather evidence

Consider lesson artifacts, student work, assessment results, participation patterns, and student feedback as appropriate.

Review and respond

At midyear and annual reviews, discuss growth over time, student experience, and the next professional goal.

Questions for a review conversation

- Where did the teacher begin, and what practice changed?
- What evidence shows growth across the year?
- What did students experience or learn as a result?
- What is the most useful next step?

A companion to evaluation

The handbook is a professional growth and reflection resource. Its developmental descriptions help frame evidence and next steps; they are not a scoring rubric or a checklist of required indicators. Formal ratings remain governed by the school or district's adopted evaluation process.

The aim: a review that reflects a year of practice, feedback, evidence, and student impact.

**Learn more about CSTP in Action
at csptinaction.com**