

## CCCOE/SMC BTSA Induction Program Induction Standard Evidence List

Participating Teacher's Name:

Induction Standard 5: Pedagogy	Evidence Included in Action Plan	Additional Evidence (Not Included in Action Plan)
Reflect upon and apply specific pedagogical skills for subject matter instruction and utilize adopted academic content standards, curriculum frameworks, and materials in the context of teaching assignment.		
Plan and differentiate instruction based on multiple assessments and diverse learning needs.		
Create and maintain well-managed classrooms and develop safe, inclusive, and healthy learning environments.		
Use technological resources fluently and critically to plan, assess, and deliver instruction and enable students to use technology to advance their learning.		

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Induction Standard 6: Universal Access	Evidence Included in Action Plan	Additional Evidence (Not Included in Action Plan)
Design and implement equitable and inclusive learning environments to maximize academic achievement for all students.		
Examine and minimize bias in classrooms using culturally responsive pedagogical practices.		
Use a variety of resources to collaborate and communicate with students, colleagues, resource personnel and families to ensure student learning and equitable access to academic content standards.		
Adhere to legal and ethical obligations in the teaching of English Learners		
Plan instruction for EL's, based on proficiency in English and primary language, using multiple assessments.		
Implement English Language Development (ELD) using adopted standards-aligned instructional materials, differentiating instruction based on proficiency levels in English and considering students' culture, level of acculturation, and prior schooling.		
Adhere to legal and ethical obligations relative to the full range of special populations		
Communicate and collaborate with special services personnel to ensure instruction and support services are provided according to students' assessed levels of academic, behavioral, and social needs.		
Provide accommodations and implement modifications, recognize student strengths and needs, and use positive behavioral support strategies.		
Instruct special populations using adopted standards-aligned instructional materials and resources.		