

Milestone 1

TEACHER NAME: **BS**

SCHOOL: **NEW SCHOOL**

MENTOR: **MH**

MILESTONE 1 REVIEW & FEEDBACK: **DONNA**

<u>Milestone #1:</u> GROUNDING OBSERVATIONS AND CSTP CO-ASSESSMENT	• Grounding Observations • CSTP Levels of Teacher Development • CSTP Goal Setting • Triad Meeting & Reflection	OCT 30
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LFC LOG		
MONTH	COMPLETE?	FORMATIVE FEEDBACK
August	X	Meeting log is anchored in Milestone 1 steps (grounding observations, triad meeting, goal-setting, reflection).
September	X	
October	X	

GROUNDING OBSERVATIONS & CSTP CO-ASSESSMENT CYCLE		
GROUNDING OBSERVATIONS	COMPLETE?	FORMATIVE FEEDBACK
CSTP CO-ASSESSMENT	X	I appreciate your reflection on how CSTP 2.6 impacts your goal of 1.5. In what ways have you worked on 2.6 as the tool for 1.5 and kids doing more critical thinking?
TRIAD CONVERSATION	X	
CSTP GOAL SETTING (FALL)	X	You have had a major a-ha moment in realizing that you are doing much of the work as a teacher, and your reflections highlight a thoughtful awareness of student engagement and ownership of learning. As you continue working on this goal, perhaps shift some of your questioning toward structures or prompts that

		guide students to generate their own questions and ideas, fostering curiosity earlier in the lesson. If you have already done this, how did it go? What was successful, and how might you continue to adapt?. Additionally, streamlining classroom management strategies could help reclaim instructional minutes, creating more space for independent thinking and deeper engagement. Keep up the great work!
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Milestone 2

TEACHER NAME: **BECCA SOO**
 SCHOOL: **NEW SCHOOL**
 MENTOR: **MOLLY**
 MILESTONE 1 REVIEW & FEEDBACK:

<u>Becca Milestone #2</u> CONTEXT AND COMMUNITY PROJECT	• Teacher Identity • Professional Reading • Learning Partnerships & Communities	FEB 7
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LfC LOG	
MONTH	COMPLETE?
November	X
December	X
January	X

GROUNDING OBSERVATIONS & CSTP CO-ASSESSMENT CYCLE		
MILESTONE 2 ELEMENT	COMPLETE?	FORMATIVE FEEDBACK
TEACHER IDENTITY	X	Your work across Milestone #2 reflects a deep commitment to equity, reflection, and student-centered practice. The TeachFX tool highlights your attention to who speaks most in your classroom and why. The strategies you've implemented show a clear alignment between your values and your instruction (<i>sage and scribe</i> , thought-frames, and intentional grouping). Your reflections consistently highlight authenticity, joy, and collaboration as ideals and lived priorities for your classroom culture and thoughtful consideration of how students experience learning.
PROFESSIONAL READING	X	
LEARNING PARTNERSHIPS & COMMUNITIES	X	

		As you continue to develop your practice, perhaps consider ways to share more ownership of participation norms with students to strengthen their agency. Exploring structures that pair student voice with intellectual rigor, such as reciprocal teaching or structured academic discussion protocols, might further support your goals. Your identity as an Asian-American educator clearly informs your empathy and perspective; I wonder how you might continue to draw from that to disrupt dominant narratives and expand cultural representation in your classroom. It's clear you have created a space where students feel seen, supported, and challenged, which is such a key foundation for learning and growth.
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