California Standards for the Teaching Profession (CSTP) (2009)

Commission on Teacher Credentialing

October 2009

Commission on Teacher Credentialing

State of California
Arnold Schwarzenegger, Governor

Members of the Commission

Caleb Cheung, Chair	Teacher Representative
Margaret Gaston, Vice Chair	Public Representative
Constance Baumgardt Blackburn	Teacher Representative
Josephine Calderon	Public Representative
Marlon Evans	Public Representative
Charles Gahagan	Teacher Representative
Steven Dean	Teacher Representative
Leslie Littman	Designee, Superintendent of Public Instruction
Carolyn McInerney	School Board Member
Irene Oropeza-Enriquez	Administrative Services Representative
David Pearson	Faculty Representative
Ting Sun	Public Representative

Ex Officio Representatives

Shane Martin	Association of Independent California Colleges and Universities
Marilyn T. McGrath	California Postsecondary Education Commission
Tine Sloan	University of California
Beverly Young	California State University

Executive Officer

Dale A. Janssen	Executive Director

California Standards for the Teaching Profession
Advisory Panel (2008-09)

Name	Employer	Representing
Priscilla Cox	Elk Grove USD	CSBA
Cindy Gappa	Tehama COE	ACSA
Gail Kirby	St. Mary's College	AICCU
Eloise Lopez Metcalfe	University of California, Los Angeles	UC
Theresa Montaño	California State University, Northridge	CTA
Susan Rich	Stanislaus COE	CCESSA
Sue Westbrook	California Federation of Teachers	CFT
Ruth Yopp-Edwards	California State University, Fullerton	CSU
Wendy Baron	Santa Cruz COE/New Teacher Center at UC Santa Cruz	
Michelle Cepello	California State University, Chico	
Lewis Chappelear	Los Angeles USD	
Nancy Farnan	San Diego State University	
Helen Garcia Rockett	California State Polytechnic University, Pomona	
Ira Lit	Stanford University	
Paula Lovo	Ventura COE	
Robert McClurg	Rescue USD	
Betty McEady	Chapman University College	
Cara Mendoza	Fairfield-Suisun USD	
Marisol Rexach	Santa Ana USD	
Luis Rodriguez	Los Angeles USD	
Jodie Schwartzfarb	New Haven USD	
Steve Turley	California State University, Long Beach	
Andrea Whittaker	San Jose State University	
Ting Sun	Commission Liaison	
Staff Working with the CSTP Advisory Panel		
Terry Janicki	Commission on Teacher Credentialing	
Karen Sacramento	Commission on Teacher Credentialing	
Teri Clark	Commission on Teacher Credentialing	
Edna Shoemaker	California Department of Education	
Ellen Ringer	California Department of Education	

(CSTP) (2009)

Table of Contents

Introduction 1
A Holistic and Developmental Vision of Teaching 1
Context of Teaching in California 2
History of the *California Standards for the Teaching* 3
Organization of the Standards 3
Conclusion 4

Standards
Standard 1: Engaging and Supporting All Students in Learning 5
Standard 2: Creating and Maintaining Effective Environments for Student Learning 7
Standard 3: Understanding and Organizing Subject Matter for Student Learning 10
Standard 4: Planning Instruction and Designing Learning Experiences for All Students 12
Standard 5: Assessing Students for Learning 14
Standard 6: Developing as a Professional Educator 16

California Standards for the Teaching Profession (CSTP) (2009)

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. Effective teachers integrate the following: (1) ethical concern for children and society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical practices; and (4) a depth of knowledge about their students, including knowledge of child and adolescent development and learning; an understanding of their individual strengths, interests, and needs; and knowledge about their families and communities.

Effective teaching requires careful crafting of learning communities built on trust and respect, as well as routines, expectations, resources, and strategies that support diverse students' intellectual engagement in learning. Effective teaching happens through thoughtful planning focused on defined outcomes for student learning and leveraging of teachable moments. Effective teaching is revealed in the ways in which teachers respond to the strengths and needs of individual students while engaging and supporting all students in their learning. Effective teaching is a form of inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, to guide their practice in support of student learning. Effective teaching relies on engagement within a professional community. Moreover, effective teaching requires the ability to successfully integrate elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts. Finally, effective teachers share a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students within their care as well as to the strengthening and continual revitalization of our democratic society.

The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning; and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

A Holistic and Developmental Vision of Teaching

The CSTP comprise a set of standards for the teaching profession in six interdependent domains of practice. While the standards are addressed separately in this document, teaching, as defined above, is clearly a holistic and integrated endeavor, consisting of the complex combination of interrelated parts. Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of

California's diverse student populations must therefore emphasize relationships among multiple aspects of teaching and learning.

Teaching is more than methodology. A teacher's understandings of student development, of families and communities, of subject matter and curriculum, and of instructional methods, strategies, and resources are ultimately linked to how the teacher plans and implements instruction and assesses student learning. Ethical, philosophical, and theoretical understandings of learning and teaching empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning and development. The *California Standards for the Teaching Profession* are broad and interconnected because the professional practice of teaching must be understood comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together in a seamless fabric.

Teachers' knowledge, skills, and practices develop throughout their professional careers and across changing contexts. To engage and challenge a diverse student population in a rapidly changing and increasingly technological world, effective teachers require continuous professional growth. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education, preparation, and experience. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, they must be reflective and actively seek to strengthen and augment their professional knowledge, skills, and perspectives in support of student learning.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Effective support, mentorship, assessment, and advanced study during the early years of teaching (including teacher preparation) are essential to a beginning teacher's development and success in the profession.

Individual teachers enter and advance through the profession at different levels of experience and expertise, in varied roles, and in varying contexts. The policies and practices of teacher preparation programs, certification bodies, and school districts must be guided by clear and realistic standards regarding professional performance. The CSTP describe a vibrant vision of practice for the teaching profession. Teachers across the profession with varied levels of prior preparation and experience -- and the mentors, colleagues, and supervisors who support them -- will find the standards useful to guide their developing practice. The *California Standards for the Teaching Profession* reflect a developmental view of teaching, and are an integral part of California's efforts to foster excellence in teaching and learning.

Context of Teaching in California

Professional educators in California serve an increasingly diverse population of students. This diversity among students greatly enriches and enlivens the educational experience for teachers and students alike. Therefore, there is a critical need for teachers who are responsive to the varied socio-cultural, racial, religious, ethnic, linguistic, and economic backgrounds of all students and who consider how learning differences and abilities, gender and gender identity, family structure, sexual orientation, and other aspects of humankind influence learning and teaching.

The *California Standards for the Teaching Profession* support the creation of classroom communities and curricula in which students with varying backgrounds, learning styles, strengths, interests, needs and abilities are engaged and challenged as learners. The use of the term "all students" throughout the standards document reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

The standards also value the diversity of teachers' backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of all students.

History of the *California Standards for the Teaching Profession*

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Beginning Teacher Support and Assessment (BTSA) programs have used the CSTP to develop formative assessment systems that facilitate beginning teacher practice. The *Teaching Performance Expectations* (TPE) and the related summative *Teaching Performance Assessment* (TPA), both aligned with the CSTP, are used in pre-service preparation. Additionally, teacher preparation programs, schools, and school districts, as well as individual teachers, teacher educators, and other educational professionals have utilized the CSTP to prompt reflection, formulate professional goals, guide, monitor, and assess the progress of a teacher's practice, and promote the improvement of teaching in support of student learning.

The current version of the CSTP (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P-12 student body. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the CSTP also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The CSTP continue to set forth a vision for the teaching profession -- one that is sustainable, engaging, and fulfilling for those intent on teaching careers.

Organization of the Standards

The CSTP are organized around six interrelated domains of teaching practice. The following are the six standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California.

In this document, each standard is introduced in a narrative description that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into a set of big ideas or elements that identify key areas within that particular domain of teaching. Each element is further illustrated with reflective questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stems, "How do I..." and "Why do I..." and are meant to encourage teachers to examine the rationale -- the ethical, philosophical, empirical, and theoretical bases -- for central aspects of their teaching.

The reflective questions within each element address a sample of the important facets of teaching. They do not represent all the possible issues or aspects involved in effective teaching. Therefore, the questions should not be seen as checklists, but rather as probes designed to promote reflection, analysis, and action in support of professional growth and student learning throughout one's career.

The authors encourage users of the CSTP to refer to all three levels of the standards (narrative, elements, and reflective questions) to facilitate conversations about teacher practice, to set goals for ongoing professional development, and to guide the collection of evidence of growth over time. Those using the standards will recognize that there are numerous overlapping components across and within the standards, elements, and reflective questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six standards and illuminate the essential role of inclusive, equitable practice.

Conclusion

Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students' differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California's children and our nation's future.

Standard 1
Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect

subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

1.1 Using knowledge of students to engage them in learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *know my students as people and as learners?*
- *understand reasons for behavior?*
- *recognize atypical behavior in students?*
- *build trust with students and foster relationships so that students can thrive academically?*
- *adapt my teaching to reflect knowledge of my students?*
- *differentiate instruction based on what I know about my students' strengths, interests, and needs?*
- *get to know parents and connect with the community where I teach?*

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *help students see the connections between what they already know and the new material?*
- *connect classroom learning to students' life experiences and cultural backgrounds?*
- *support all students to use first and second language skills to achieve learning goals?*
- *open a lesson or unit to capture student attention and interest?*
- *build on students' comments and questions during a lesson to extend their understanding?*

1.3 Connecting subject matter to meaningful, real-life contexts

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *establish a connection between subject matter and purpose for learning?*
- *make connections between the subject matter and real-life contexts?*
- *seek feedback from students regarding relevance of subject matter to their lives?*
- *engage all students in a variety of learning experiences that accommodate the different ways they learn?*
- *provide opportunities for all students to acquire and practice skills in meaningful contexts?*

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *select and utilize a range of instructional approaches to engage students in learning?*
- *use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?*
- *help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?*
- *use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?*
- *adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?*
- *utilize multiple types of technology to facilitate learning?*
- *examine and use resources that minimize bias?*

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students' thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

1.6 Monitoring student learning and adjusting instruction while teaching

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *systematically check for student understanding and revise plans accordingly?*
- *incorporate a variety of strategies in a lesson to check for student understanding?*
- *monitor the learning of students with limited English proficiency or of students with special needs?*
- *adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?*
- *make "on the spot" changes in my lesson based on students' interests and questions?*
- *provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?*
- *adjust my lesson when I don't have enough time to complete everything I planned to do?*

Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment

with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?*
- *help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?*
- *engage students in shared problem-solving and conflict resolution?*
- *provide learning opportunities that encourage student-to-student communication with empathy and understanding?*
- *develop students' leadership skills and provide opportunities to apply them?*
- *create a classroom culture where students feel a sense of responsibility to and for one another?*
- *help students to appreciate their own identities and to view themselves as valued contributors to society?*
- *develop activities that support positive interactions among students and that help students get to know each other?*

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *arrange and adapt classroom seating to accommodate individual and group learning needs?*
- *establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?*
- *ensure that students develop an appreciation of diversity?*
- *provide students access to resources, technologies, and comfortable workspaces?*
- *create an environment that promotes optimal learning for each student?*
- *construct an equitable learning environment for all students?*

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

As teachers develop, they may ask, "How do I…" or "How might I…"

- *establish a productive, achievement-oriented climate in my classroom?*
- *set high expectations for all of my students?*
- *motivate all students to initiate their own learning and strive for challenging learning goals?*
- *provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?*
- *ensure access to challenging and diverse academic content for all students?*

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *facilitate student participation in classroom decision-making?*
- *foster and support appropriate student behavior?*
- *collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?*
- *understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?*
- *work proactively to prevent and respond quickly to minimize behavioral issues?*
- *understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?*
- *help all students learn to take responsibility for their own behavior and actions?*

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *involve all students in the development of classroom procedures and routines?*
- *help students transition smoothly and efficiently from one instructional activity to the next?*
- *apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?*
- *develop daily schedules, timelines, classroom routines, and norms that maximize learning?*
- *connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?*
- *adapt routines, procedures, and norms to ensure the success of students with special needs?*

2.7 Using instructional time to optimize learning

As teachers develop, they may ask, "How do I…" or "Why do I..."

- *organize instruction to optimize learning time?*
- *pace instruction to accomplish learning goals?*
- *re-direct students' off-task behavior to make the most of instructional time?*
- *adjust instructional time so that all students remain engaged and challenged?*
- *structure time for both independent and collaborative learning opportunities?*
- *balance instructional, preparation, administrative, and managerial time?*

Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks?*

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *apply my knowledge of human development and learning theory to the unique students that I teach?*
- *acquire understanding of my students' individual cognitive, social, emotional and physical development?*
- *connect content being taught to students' prior knowledge and experiences?*
- *build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?*
- *build understanding of my students with special needs in order to know how and when to differentiate instruction?*

3.3 Organizing curriculum to facilitate student understanding of the subject matter

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?*
- *apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?*
- *organize subject matter to reveal and value different cultural perspectives?*
- *incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?*
- *utilize standards-aligned and/or adopted curriculum in ways that support student learning?*

3.4 Utilizing instructional strategies that are appropriate to the subject matter

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *develop and use a repertoire of instructional strategies appropriate to the subject matter?*
- *build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?*
- *use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?*
- *challenge all students to think critically in the subject area?*
- *help all students develop enthusiasm for and a deep knowledge of the subject matter?*
- *use strategies that make the depth and complexity of subject matter understandable to all students?*

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *know the full range of materials, resources, and technologies provided by the school or district?*
- *select materials, resources, and technologies to support differentiated student learning of the subject matter?*
- *select and use learning materials and resources that reflect the diversity in my classroom?*
- *use technologies to convey key concepts in the subject matter?*
- *learn about and access new instructional resources to support student learning?*

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?*
- *address the Individual Education Plan (IEP) goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?*
- *ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?*

Standard 4
Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

4.2 Establishing and articulating goals for student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *build on the strengths, interests, and needs of all students to establish high expectations for learning?*
- *establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?*
- *determine learning goals that address all students' language abilities and diverse learning needs?*
- *establish learning goals that address school, district, and community expectations?*
- *work with students and families to establish learning goals?*
- *develop goals that prepare students for successful transition to their next learning environment?*
- *communicate clear, challenging, and achievable expectations for students?*

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *design an instructional program that considers the long-term and the short-term?*
- *use assessment results for long-term and short-term planning?*
- *incorporate diverse subject matter perspectives in my planning?*
- *select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?*
- *plan an instructional program that supports students' second language learning and diverse learning needs?*
- *incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?*
- *collaborate with colleagues to make instructional decisions?*
- *design instruction so that students participate in setting and achieving their individual learning goals?*

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*

- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*
- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?*
- *proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?*
- *strengthen existing plans for students at identified levels of English proficiency?*
- *strengthen existing plans for students with special needs?*
- *reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?*
- *reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?*
- *capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?*

Standard 5
Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?*
- *select assessment strategies and instruments appropriate to the learning outcomes being evaluated?*
- *use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?*
- *design grading practices that draw on multiple sources of information and reflect student learning?*

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *keep a continuous and comprehensive record of group and individual achievement?*
- *select, design, and use assessment tools appropriate to what is being assessed?*
- *collect, select, and reflect upon evidence of student learning?*
- *work with families to gather information about all students and their learning?*
- *use standardized tests, diagnostic tools, and developmental assessments to understand student progress?*
- *use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?*
- *assess student behavior to support learning?*
- *interpret data based on how an assessment is scored and what results it reports?*

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *review student assessment data with colleagues?*
- *use assessment results to monitor my teaching and guide planning and instruction?*
- *use assessment information to determine when and how to revisit content that has been taught?*
- *use assessment data to eliminate gaps between students' potential and their performance?*
- *use assessment results to plan instruction to support English learners?*
- *use assessment results to plan instruction to support students' IEPs?*

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *make assessment integral to the learning process?*
- *make assessment an interactive process between teacher and student?*
- *model self-assessment strategies for all students?*
- *develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*
- *provide opportunities for all students to engage in peer discussion and reflection of their work?*
- *provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?*

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *become familiar with and select technology resources that support assessment practices?*
- *use technology to analyze student learning and inform instruction?*
- *use appropriate technology resources to communicate students' learning to students and their families?*

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *provide all students with information about their progress as they engage in learning activities?*
- *initiate regular and timely contact with families and resource providers about student progress?*
- *communicate assessment results to families in ways that are respectful and understandable?*
- *provide families with ways to use assessment information at home to improve student learning?*

Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *assess my growth as a teacher over time?*
- *learn about teaching as I observe and interact with my students?*
- *reflect on my instructional successes and dilemmas to move my practice forward?*
- *analyze my teaching to understand what contributes to student learning?*
- *formulate professional development plans that are based on my reflection and analysis?*

- *develop awareness of potential bias that might influence my teaching or affect student learning?*

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *maintain an attitude of lifelong learning?*
- *establish goals and seek out opportunities for professional growth and development?*
- *ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?*
- *use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?*
- *learn more about my own professional roles and responsibilities?*
- *continue to seek out and refine approaches that make the curriculum accessible to all students?*
- *expand my knowledge and effective application of new instructional methods and technologies?*

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

As teachers develop, they may ask, "How do I…" or "Why do I… "

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

6.4 Working with families to support student learning

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *value and respect students' families and appreciate their role in student learning?*
- *develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?*
- *engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?*
- *present the educational program to all families in a thorough and comprehensible fashion?*
- *provide opportunities for all families to participate in the classroom and school community?*

6.5 Engaging local communities in support of the instructional program

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *increase my understanding of the cultures and dynamics of my students' communities?*

- *value and respect the students' communities and appreciate the role of community in student learning?*
- *promote collaboration between school and community?*
- *identify and draw upon school, district, and local community social service resources to benefit students and their families?*
- *seek out and use additional resources from the local community and businesses to support student learning?*
- *provide my students with community-based experiences that support their learning?*

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *challenge myself intellectually and creatively throughout my career?*
- *find support and develop strategies to balance professional responsibilities with my personal needs?*
- *manage stress and maintain a positive attitude with students and colleagues?*
- *address the complications and challenges of teaching?*
- *identify sources of engagement and renewal in my professional work?*

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As teachers develop, they may ask, "How do I…" or "Why do I…"

- *remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?*
- *contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?*
- *meet my professional obligations to implement school, district, state, and federal policies and guidelines?*
- *extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?*
- *maintain professional conduct and integrity in the classroom and school community?*
- *interact appropriately with students and families outside the classroom?*
- *demonstrate my professional obligations to students, colleagues, school, and the profession?*