

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1—Using knowledge of students to engage them in learning
- 1.2—Connecting learning to students' prior knowledge, backgrounds, life experiences and interests
- 1.3—Connecting subject matter to meaningful, real-life contexts
- 1.4—Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5—Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6—Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1—Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3—Organizing curriculum to facilitate student understanding of the subject matter
- 3.4—Utilizing instructional strategies that are appropriate to the subject matter
- 3.5—Using and adapting resources, technologies, and standards-aligned adopted instructional materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

- 5.1—Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2—Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3—Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4—Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5—Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6—Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7—Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1—Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2—Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3—Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4—Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5—Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6—Employing classroom routines, procedures, norms and support for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1—Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2—Establishing and articulating goals for student learning
- 4.3—Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4—Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5—Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1—Reflecting on teaching practice in support of student learning
- 6.2—Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3—Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4—Working with families to support student learning
- 6.5—Engaging local communities in support of the instructional program
- 6.6—Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7—Demonstrating professional responsibility, integrity, and ethical conduct