



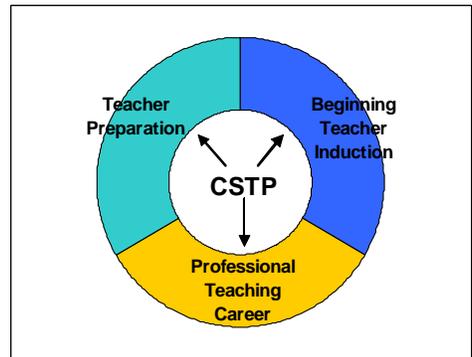
PRESS RELEASE

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Updated *California Standards for the Teaching Profession* Reflect State's Diversity and Link Subjects to Real-Life Experiences

SANTA CLARA – At its October 1, 2009 meeting, the Commission on Teacher Credentialing adopted an updated version of the *California Standards for the Teaching Profession (CSTP)*. Originally developed a decade ago by the Commission and the Department of Education, the CSTP provide the “hub” that connects teacher preparation, beginning teacher induction, and continuing expectations for current classroom teachers. While the themes within the CSTP can be applied at varying levels of teacher development depending on the experience of the teacher, the overall content remains constant throughout the teacher’s career span from novice to seasoned professional.



The CSTP are divided into six areas covering skills, knowledge and everyday practice that are essential to effective teaching:

1. Engaging All Students
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designed Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional

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“As a former teacher and now school district Science Manager working with many novice teachers, I appreciate the continuity and focus on professional practice that the CSTP provide,” stated Caleb Cheung, Chair of the Commission.

Much has changed in education since the origins of the CSTP in 1997. Staff from the Commission and the Department of Education worked extensively with a representative workgroup to revise the CSTP to clearly reflect today’s educational environment including the current K-12 Academic Content Standards. The updated CSTP differ from the original version in key areas including the following examples:

- Greater emphasis on meeting diverse learning needs
- Emphasis on linking subject matter with meaningful, real-life experiences
- Emphasis on developing social, emotional and cognitive safety in the classroom
- More clearly articulated teacher knowledge of subject matter and remaining current in the subject as a professional responsibility
- More clearly identified instructional differentiation for students with special needs and for English learners
- Emphasis on using assessment information when planning instruction
- Emphasis on using technology in understanding and using assessment information
- Focus on how teachers can improve teaching practice to improve student learning
- Focus on demonstrating professional responsibility, integrity, and ethical conduct

Next Steps:

- Staff from the Department of Education will present the revised CSTP to the Superintendent of Public Instruction for review and action
- The CSTP will be presented to the State Board of Education as an information item
- The 2009 CSTP will be distributed to the field
- Staff from the Department of Education and the Commission will join with the New Teacher Center in Santa Cruz to develop a “Continuum of Teacher Development” (levels of practice) aligned with the 2009 CSTP.

More information about the revised CSTP can be found at:

<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2C.pdf>

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