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Action

Professional Services Committee

Adoption of the Updated California Standards for the Teaching Profession (CSTP)

Executive Summary: This agenda item presents the proposed revisions to the *California Standards for the Teaching Profession (CSTP)* for Commission adoption.

Recommended Action: Staff recommends Commission adoption of the revised CSTP.

Presenter: Terry Janicki and Karen Sacramento, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

Adoption of the Updated *California Standards for the Teaching Profession (CSTP)*

Introduction

This agenda item presents summary information on the review of the *California Standards for the Teaching Profession (CSTP)* including proposed revisions to the CSTP and requests that the Commission adopt the proposed revised CSTP. The draft revised CSTP were presented to the Commission at the June 2009 meeting for information.

Background

The *California Standards for the Teaching Profession (CSTP)* were jointly developed by the Commission on Teacher Credentialing (Commission) and the California Department of Education (CDE). These standards, which set forth the expectations for current classroom teachers, were adopted by the Commission and approved by the Superintendent of Public Instruction in January 1997. The currently adopted CSTP are provided in Appendix A of this agenda item. The State Board of Education endorsed the standards in July 1997. The introduction to the standards describes the purposes of the CSTP as follows:

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. First-year and second-year teachers need intensive learning activities that build on their preservice preparation and lead to lifelong professional development. The State's efforts revealed a need for a common language and a new vision of the scope and complexity of teaching that would enable teachers to define and develop their practice. The *California Standards for the Teaching Profession* address these needs. The *Standards* are designed to be used by teachers to:

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

At the August 2008 meeting the Commission was presented information on the development of the CSTP and the uses of the CSTP, and the policy and demographic changes in K-12 education since the CSTP were adopted (<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-31.pdf>). At that meeting, the Commission directed staff to conduct a review of the CSTP and to make recommendations for revising the standards.

Review and Revision of the CSTP

Much has changed in education in California in the decade since the adoption of the CSTP. In particular, the state-adopted academic content standards and curriculum frameworks for K-12 students, which serve as the cornerstone for classroom instruction and to which the CSTP are aligned, have been updated since the original adoption of the CSTP. In order to ensure that the

CSTP reflect current expectations for classroom teachers, the Commission directed staff to facilitate a review of the CSTP to ensure their currency.

Commission staff has worked in collaboration with staff from CDE to convene an advisory panel to review the adopted CSTP and propose appropriate updates. The panel consists of applicants from the field and key stakeholder group appointees who are individuals with expertise in teacher preparation and/or effective teaching. All applications were reviewed by Commission staff and CDE staff to verify appropriate knowledge, skills and experience. The selection of panel members took into consideration factors such as geographic representation, credentials held by applicants, expertise with standards, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen, in consultation with the Superintendent of Public Instruction, appointed members to the advisory panel. In addition, Commission member Ting Sun serves as Commission liaison to the advisory panel. The list of the CSTP Advisory Panel members is included as Appendix B of this agenda item.

The California Comprehensive Center (CA CC) at WestEd provided technical assistance and support to the advisory panel in its efforts to review and update the CSTP. The CA CC has extensive experience and expertise in assisting the CDE and other education-based statewide groups and organizations by supporting implementation of the federal No Child Left Behind (NCLB) Act, working to improve student achievement, and supporting efforts to close the achievement gap in California. Therefore, the review and possible revision of the CSTP falls within the scope of work that the CA CC is contracted to provide in California.

In addition to the CA CC, the Regional Educational Laboratory (REL) at WestEd is also supporting the work of the advisory panel. REL has been of assistance by providing background information related to state and national teaching, policy and legislative changes that have taken place over the past ten years and in assisting in constructing valid and reliable surveys. Formal and informal survey data have been collected throughout the year to inform the work of the advisory panel and the development of the panel recommendations related to revising the CSTP.

The Commission has developed a website that provides public information about the process to review and revise the CSTP: <http://www.ctc.ca.gov/educator-prep/CSTP.html>. Included on this site are source documents developed for panel use as well as other documents useful to the panel's work. In addition, the agendas for the panel meetings are posted on this site.

The June 2009 Commission agenda item provided a summary of the work the panel completed (<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6F.pdf>) as well as draft revised CSTP. The Commission held a thoughtful discussion regarding the questions for which the panel requested guidance. The advisory panel met a final time in July to address the comments from the Commission and finalized the revised draft CSTP.

The revised Vision and Rationale for the CSTP, the proposed revised standards, elements and reflective questions that are recommended by the Advisory Panel are included in Appendix C of this agenda item. The table below summarizes the key changes in the standards between the current CSTP and the proposed revised CSTP.

Table 1: Changes Between Current and Proposed Revised CSTP

CSTP Standard	Changes Between Current and Proposed Revised Standard
1. Engaging All Students	<ul style="list-style-type: none"> • Greater emphasis on meeting diverse learning needs • Revised version begins with teachers need to know who their students are and what they are able to do • Emphasis on linking subject matter with meaningful, real-life experiences • Integrates the concept of inquiry into student learning • Added teachers' use of technologies in engaging students • Added the concept of a teacher monitoring and adjusting while teaching
2. Creating and Maintaining Effective Environments for Student Learning	<ul style="list-style-type: none"> • Emphasis on developing social, emotional and cognitive safety in the classroom • Added the concept of caring community wherein each student is treated fairly and respectfully • Reinforced concept of equity in terms of access to resources and technologies • Emphasized that the physical learning environment reflects curriculum and student learning • Added norms and supports for positive behavior with routines and procedures
3. Understanding and Organizing Subject Matter for Student Learning	<ul style="list-style-type: none"> • More clearly articulated teacher knowledge of subject matter and remaining current in the subject as a professional responsibility • Highlighted the importance of knowledge of student developmental readiness by separating it from content matter • Acknowledged district policy/expectations in regard to the use of curriculum • More clearly identified differentiation for students with special needs and for English learners
4. Planning Instruction and Designed Learning Experiences for All Students	<ul style="list-style-type: none"> • Incorporated introductory language on using assessment information when planning instruction • More closely linked planning to school and district expectations for student learning • More clearly identified differentiation for students with special needs and for English learners
5. Assessing Students for Learning	<ul style="list-style-type: none"> • Changed the title of the standard to emphasize a focus on student learning Original: <i>Assessing Student Learning</i> New: <i>Assessing Students for Learning</i> • Added an emphasis on understanding characteristics and limitations of assessment • Added emphasis on analyzing assessment data for instructional purposes, not just collecting assessment data simply as information, but analyzing data explicitly for instructional purposes • Added a technology element to highlight the role of technology in understanding and using assessment information

CSTP Standard	Changes Between Current and Proposed Revised Standard
6. Developing as a Professional	<ul style="list-style-type: none"> • Focuses more clearly on teachers developing to support student learning; Addresses the question of how can one improve his/her teaching practice in order to improve student learning • Emphasizes the developmental nature of teaching (6.2) • Added a new element, 6.7, focusing on professional conduct; “Demonstrating professional responsibility, integrity, and ethical conduct”

Although Table 1 notes the proposed changes between the adopted CSTP and proposed revised CSTP, it should be noted that the proposed revised CSTP are actually aligned quite well with the Commission’s Teaching Performance Expectations (TPEs). As has been discussed in earlier agenda items, the original CSTP were adopted a few years before the TPEs and did not address a number of issues that are important to teaching in California. On the other hand, the TPEs which were adopted in 2002 do address standards based instruction, academic content standards, and teaching English learners. The proposed revised CSTP would be in alignment with the TPEs and address issues of standards based instruction, academic content standards, and teaching English learners.

Suggested Modifications to Advisory Panel Recommendations in Standard 3: Understanding and Organizing Subject Matter for Student Learning

The last unresolved issue is related to a sentence excerpted from Standard 3. As the Advisory Panel wrote the sentence, it read

"They use and adapt resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students."

The exact wording of the sentence above was agreed to by the panel after a long conversation at the final Panel meeting. This wording did not include the word "adopted". However, after this meeting CDE staff representing the position of the Superintendent of Public Instruction and the department requested that "adopted" be added such that the sentence would read:

"They use and adapt resources, technologies, and standards-aligned *adopted* instructional materials to make subject matter accessible to all students."

This suggested replacement sentence was not well received by the panel. The panel felt that the sentence as they wrote it included the topic of adopted materials and the majority of the panel members did not feel that the addition of the word “adopted” provided any additional information. Thus the agenda report was postponed to the October CTC meeting in order to enable the Panel, CDE staff, and CTC staff to come to a resolution on wording that would be acceptable to all parties.

Following is the full text of Standard 3: Understanding and Organizing Subject Matter for Student Learning (with above sentence in italics) as recommended by the panel:

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 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.

During the email discussion after the final panel meeting, a panel member suggested a compromise sentence:

They use and adapt resources, technologies, and standards-aligned instructional materials, *including adopted materials*, to make subject matter accessible to all students.

CDE staff has reviewed and is supportive of the proposed revised sentence. CTC staff then surveyed the advisory panel regarding this compromise sentence prior to the submission for approval by the Commission. Panelists offered comments on the proposed language either through the electronic survey or via e-mail to CTC staff. These comments are included as Appendix D. Ultimately, however, on the electronic survey, nine out of ten panelists who responded answered that they “could live with the proposed new language”

Staff Recommendation

Staff recommends that the Commission adopt the California Standards for the Teaching Profession included in Appendix C with one modification. Staff recommends that Standard 3: Understanding and Organizing Subject Matter for Student Learning as amended below be adopted:

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.

Next Steps

The staff from the CDE is working with the SPI and it is expected that he will also approve the CSTP. In addition, the revised CSTP will be presented to the State Board of Education as an information item once both the Commission and SPI have taken action.

Upon Commission adoption, the revised CSTP will be made available in a pdf file and posted on the Commission website (www.ctc.ca.gov). It is expected that the stakeholder groups represented on the advisory panel will disseminate CSTP 2009 to their constituents and that the BTSA Induction Cluster Region Directors will disseminate CSTP 2009 through their regional networks. In addition, staff from the Department of Education and the Commission on Teacher Credentialing are in the preliminary planning stages with the New Teacher Center in Santa Cruz to develop a "Continuum of Teacher Development" (levels of practice) aligned with the 2009 CSTP.

Appendix A

California Standards for the Teaching Profession (1997)

Engaging and Supporting All Students

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Connecting students' prior knowledge, life experience, and interests with learning goals.

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

- *help students to see the connections between what they already know and the new material?*
- *help students to connect classroom learning to their life experiences and cultural understandings?*
- *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?*
- *make "on the spot" changes in my teaching based on students' interests and questions?*

Using a variety of instructional strategies and resources to respond to students' diverse needs.

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

- *engage all students in a variety of learning experiences that accommodate the different ways they learn?*
- *use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?*
- *choose strategies that make the complexity and depth of subject matter understandable to all students?*
- *use strategies that support subject matter learning for second language learners?*
- *modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation?*
- *use technology to enhance student learning?*
- *vary my instructional strategies to increase students' active participation in learning?*
- *ask questions or facilitate discussion to clarify or extend students' thinking?*
- *make use of unexpected events to augment student learning?*
- *recognize when a lesson is falling apart and what do I do about it?*

Facilitating learning experiences that promote autonomy, interaction, and choice.

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

- *use the classroom environment to provide opportunities for independent and collaborative learning?*
- *provide a variety of grouping structures to promote student interactions and learning?*
- *participate in and promote positive interactions between all students?*
- *support and monitor student autonomy and choice during learning experiences?*
- *support and monitor student collaboration during learning activities?*
- *help students make decisions about managing time and materials during learning activities?*

Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.

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

- *provide opportunities for all students to think, discuss, interact, reflect and evaluate content?*
- *help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures?*
- *support all students in critically investigating subject matter concepts and questions?*
- *engage all students in problem solving activities and encourage multiple approaches and solutions?*
- *encourage all students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for all students to learn and practice skills in meaningful contexts?*
- *help all students to analyze and draw valid conclusions about content being learned?*

Promoting self-directed, reflective learning for all students.

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

- *motivate all students to initiate their own learning and to strive for challenging learning goals?*
- *encourage all students to describe their own learning processes and progress?*
- *explain clear learning goals for all students of each activity or lesson?*
- *engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?*
- *help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?*
- *help all students to develop and use strategies for accessing knowledge and information?*

Creating and Maintaining Effective Environments for Students

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Creating a physical environment that engages all students.

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

- *arrange the room to facilitate positive classroom interactions?*
- *arrange and adapt classroom seating to accommodate individual and group learning needs?*
- *manage student and teacher access to materials, technology, and resources to promote learning?*
- *create a classroom environment that reflects and promotes student learning?*
- *make the classroom environment safe and accessible for all students?*

Establishing a climate that promotes fairness and respect.

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

- *help all students become respectful of others who may be different from them?*
- *model and promote fairness, equity, and respect in the classroom?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and be creative?*
- *understand and respond to inappropriate behaviors in a fair, equitable way?*

Promoting social development and group responsibility.

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

- *help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?*
- *group students to promote social development and learning?*
- *facilitate the development of each student's self esteem?*

- *create opportunities for all students to communicate and work with one another?*
- *teach leadership skills and provide opportunities for all students to use them?*
- *use classroom rules to support all students in assuming responsibility for themselves and one another?*
- *create opportunities for all students to become self-directed learners?*

Establishing and maintaining standards for student behavior.

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

- *understand the reasons for student behavior?*
- *establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?*
- *intervene when student behavior does not meet agreed-upon classroom standards?*
- *facilitate student participation in classroom decision-making?*
- *help all students learn to solve problems and resolve conflicts?*
- *support all students as they develop responsibility for their own behavior?*
- *work collaboratively with families to maintain standards for student behavior?*

Planning and implementing classroom procedures and routines that support student learning.

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

- *develop a daily schedule, timelines, classroom routines, and classroom rules?*
- *involve all students in the development of classroom procedures and routines?*
- *support students to internalize classroom rules, routines, and procedures and to become self directed learners?*
- *develop classroom procedures and routines that promote and maintain a climate of fairness and respect?*
- *make decisions about modifying procedures and rules to support student learning?*

Using instructional time effectively.

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

- *structure time with students to support their learning?*
- *help students move from one instructional activity to the next?*
- *pace and adjust instructional time so that all students remain engaged?*
- *redirect student behavior in the most productive and time effective way?*
- *ensure that adequate time is provided for all students to complete learning activities?*
- *provide time for all students to reflect on their learning and process of instruction?*
- *structure time for day to day managerial and administrative tasks?*

Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Demonstrating knowledge of subject matter content and student development.

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

- *identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?*
- *ensure that my knowledge of the subject matter incorporates different perspectives?*
- *continue to keep my subject matter knowledge current ?*
- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *build understanding of my students' cognitive and linguistic development?*
- *build understanding of my students' social, emotional, and physical development?*

Organizing curriculum to support student understanding of subject matter.

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

- *use my knowledge of development to organize and sequence the curriculum to increase student understanding?*
- *use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?*
- *use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?*
- *organize subject matter effectively to reveal and value different cultural perspectives?*
- *incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?*
- *organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?*

Interrelating ideas and information within and across subject matter areas.

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

- *identify and integrate key concepts and relationships across subject matter areas?*
- *help all students to relate subject matter concepts to previous lessons and their own lives?*
- *help all students to see the relationships and connections across subject matter areas?*
- *help all students to apply learning from different curricular areas to solve problems?*
- *develop units and lessons that highlight themes within and across subject matter areas?*

Developing student understanding through 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 well suited to teaching a particular subject matter?*
- *use my knowledge of subject matter to help students construct their own knowledge?*
- *challenge all students to think critically in each subject area?*
- *build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?*
- *use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?*
- *help all students develop enthusiasm for and a deep knowledge of the subject matter?*

Using materials, resources, and technologies to make subject matter accessible to students.

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

- *use subject matter resources, materials, and technologies to organize the curriculum?*
- *select and use instructional materials and resources that promote students' understanding of 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 area?*
- *help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?*

Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student

experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

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

- *incorporate students' knowledge and experience in my curriculum and instructional planning?*
- *use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?*
- *recognize and incorporate student diversity as an integral part of my planning?*
- *plan lessons and units that promote access to academic content for all students?*
- *design lessons that promote subject matter knowledge and language development for second language learners?*
- *use what I know about cognitive and linguistic development to plan instruction that supports student learning?*
- *use what I know about physical, social, and emotional development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *design lessons that challenge students at their own developmental levels?*

Establishing and articulating goals for student learning.

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

- *establish short-term and long-term goals for student learning?*
- *ensure that each instructional activity is related to learning goals?*
- *build on the strengths, interests, and needs of all students to establish high expectations for learning?*
- *establish learning goals that address all students' language, experience, and home and school expectations?*
- *design instructional activities so that all students participate in setting and achieving learning goals?*
- *ensure that goals for student learning promote critical thinking and problem solving?*

Developing and sequencing instructional activities and materials for student learning.

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

- *sequence subject matter concepts to support student learning?*
- *use formal and informal student assessment in short-term and long-term planning?*
- *plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?*
- *select and sequence curriculum to promote understanding and critical thinking for all students?*
- *sequence instruction to help students see relationships and connections across subject matter areas?*
- *choose and adapt instructional materials to make subject matter relevant to students' experience and interests?*
- *develop and sequence instruction that supports students' second language learning and subject matter knowledge?*

Designing short-term and long-term plans to foster student learning.

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

- *develop short-term and long-term plans that build on and extend students' understanding of subject matter?*
- *make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?*
- *think ahead toward long-term goals for student learning?*
- *use my knowledge of subject matter and my students to plan and pace instructional activities over time?*
- *plan to ensure access to challenging, diverse, academic content for all students?*
- *provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?*
- *incorporate diverse subject matter perspectives in my planning?*

Modifying instructional plans to adjust for student needs.

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

- *adjust the lesson plan to make content relevant and accessible to each student?*
- *revise plans based on formal and informal student assessment?*
- *adjust my plans to allow enough time for student learning?*
- *modify my plans to ensure opportunities for all students to learn and synthesize information?*
- *reflect on my teaching to inform short-term and long-term planning?*

Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Establishing and communicating learning goals for all students.

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

- *use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?*
- *involve all students and families in establishing goals for learning?*
- *review and revise learning goals with every student over time?*
- *ensure that student learning goals reflect the key subject matter concepts, skills, and applications?*
- *ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?*
- *ensure that my grading system reflects goals for student learning?*
- *work with other educators to establish learning goals and assessment tools that promote student learning?*

Collecting and using multiple sources of information to assess student learning.

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

- *use a variety of assessments to determine what students know and are able to do?*
- *select, design, and use assessment tools appropriate to what is being assessed?*
- *know that the assessment tools I use are matched to and support my goals for student learning?*
- *collect, select, and reflect upon evidence of student learning?*
- *work with families to gather information about all students and their learning?*
- *ensure that my grades are based on multiple sources of information?*
- *assess my students to support student learning goals, district standards, and family expectations?*
- *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)?*

Involving and guiding all students in assessing their own learning.

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

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

Using the results of assessments to guide instruction.

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

- *use assessment to guide my planning?*
- *use informal assessments of student learning to adjust instruction while teaching?*
- *use assessment data to plan more effective ways of teaching subject matter concepts and processes?*
- *use assessment information to determine when and how to revisit content that has been taught?*
- *use assessment data to meet students' individual needs?*
- *use assessment results to plan instruction to support students' individual educational plans (IEP)?*

Communicating with students, families, and other audiences about student progress.

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?*
- *provide opportunities for all students to share their progress with others?*
- *communicate learning goals to all students and their families?*
- *initiate and maintain regular contact with families and resource providers about student progress?*
- *communicate the results of assessments with my students and their families?*
- *involve families as partners in the assessment process?*

Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Reflecting on teaching practice and planning professional development.

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?*

Establishing professional goals and pursuing opportunities to grow professionally.

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

- *maintain an attitude of lifelong learning?*
- *learn more about my own professional roles and responsibilities?*
- *establish goals and seek out opportunities for professional growth and development?*
- *use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?*
- *continue to seek out and refine approaches that make the curriculum accessible to every student?*
- *expand my knowledge of new instructional methods and technologies?*
- *benefit from and contribute to professional organizations to improve my teaching?*

Working with communities to improve professional practice.

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

- *value and respect the student's community and appreciate its role in student learning?*
- *increase my understanding of the cultures and dynamics of my students' communities?*

- *promote collaboration between school and community ?*
- *identify and use school, district, and local community social service resources to benefit students and their families?*
- *seek out and use resources from the local community and businesses to support student learning?*
- *provide my students with community-based experiences that support their learning?*
- *interact with students in activities outside the classroom?*

Working with families to improve professional practice.

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' linguistic and social backgrounds?*
- *promote positive dialogue and interactions with all families, and respond to their concerns about student progress?*
- *ensure that communication with all students and their families is understood?*
- *provide opportunities for all families to participate in the classroom and school community?*
- *present the educational program to all families?*

Working with colleagues to improve professional practice.

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

- *create opportunities to collaborate with my colleagues?*
- *collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?*
- *engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?*
- *participate in making and implementing school-wide decisions?*
- *contribute to school-wide events and learning activities?*
- *establish and maintain relationships with other school staff to become a visible and valued member of the school community ?*
- *use observations of colleagues to improve my teaching?*
- *prevent and resolve personal and professional conflicts with colleagues?*
- *contribute to the learning of other educators?*

Balancing professional responsibilities and maintaining motivation.

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

- *reduce stress and maintain a positive attitude with students and colleagues?*
- *challenge myself intellectually and creatively throughout my career?*
- *deal with the isolation of teaching?*
- *find support to balance professional responsibilities with my personal needs?*
- *demonstrate professional conduct and integrity in the classroom and school community?*
- *extend my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?*

Appendix B

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 Montaña	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 Chappellear	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	

Appendix C

Proposed Revised California Standards for the Teaching Profession (CSTP)

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 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 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?*

Appendix D

CSTP Panel Members Comments on adding the term “adopted” to CSTP Standard 3

1.	<p>I still think the original wording is better. The 'compromise' makes the document more reflective of current political speak, and perhaps more palatable in the current policy climate, but that works against our goal of having this be a long-term focused piece of work. All of that said, the way the staff worded the text makes it acceptable if not glamorous. I would rather have the strong support of all of the key players as we try and get this new version promoted across the field than to have it held up further due to this one sentence.</p>
2.	<p>Some more thoughts on the issue of terms.</p> <p>Most of the CDE tools and publications refer to SBE-adopted materials for K-8 when they talk about the text book adoptions across the content areas. The term “standards-aligned” is used in the field for the materials available for grades 9-12. As you already know, the SBE does not adopt for high schools. Therefore, our use of the term standards-aligned may not communicate the breadth the panel intends.</p> <p>The language of the suggested element does not say “SBE adopted.” Districts, for the most part, take the decisions to their local boards for all kinds of materials. One of our local boards “adopts” a list of core novels that specifies titles for each grade level. Therefore the “adopted” materials includes extended works that have nothing to do with their other adopted program: Holt. The term “adopted,” therefore, is a good compromise. It parallels the ed code responsibility for the district to adopt.</p> <p>One panelist asks why the CDE is so insistent on the use of the term. All the program improvement work both at the school and district level and the tools that are required for the work hinge on the notion (research supported) that the use of a consistent curriculum is optimum for raising student achievement. This is embedded in the Essential Program Components (EPC’s) shared during our panel work. The CDE is, therefore, trying to be consistent with the documents it supports</p>
3.	<p>As for my "vote", I agree with the above email. Teachers and administrators in California understand the term "adopted" much better as it integrates many definition elements:</p> <ul style="list-style-type: none"> • state funding for texts • district approval for use as core instructional resources • texts that are "legally" designated for use with students
4.	<p>I continue to oppose adding "adopted" to the sentence. I appreciate the panelist information and push to compromise, but adding "adopted" seems to be a response to politics rather than what is needed in the standard. Using adopted materials is an employment issue, not a standards issue.</p>
5.	<p>The term "standards-aligned" is in common usage for materials for grades 9-12. For the</p>

	field, then, the expression may not be interpreted as broadly as the panel intends. Districts adopt materials, some of which is not SBE-adopted. For example, a local district has "adopted" a list of core novels specified for grade levels outside of the anthology it has also adopted. The term "adopted" refers to district choices and is not limited to SBE-adopted materials.
6.	The revised sentence seems like an acceptable split-the-difference alternative between what CDE requested and what the advisory panel suggested. I think the added parenthetical expression is unnecessary, but not offensive because it doesn't imply that materials should be limited to what's been adopted.
7.	This modification is fine with me.
8.	No. I don't agree. "Standards-aligned" is inclusive of materials that are "adopted". It makes the element very clunky to read and it just isn't necessary.
9	I also can live with this statement because it uses the phrase "including adopted materials." The word "materials" does not restrict teachers to textbooks but seems to open possibilities for other forms of "texts." I continue my strong support for "standards-aligned" materials for all of the reasons put forth by other advocates of "standards-aligned."