



VERIFICATION OF COMPLETION OF 150-CLOCK-HOURS OF PROFESSIONAL ACTIVITIES

Please list each activity you have completed toward your 150-hour requirement below, including the following:

- Number of hours spent on the activity
- California Standard for the Teaching Profession to which it applied
- Your justification of the activity's applicability to the identified standard

Make additional copies of this form as necessary. Be sure that both you and your curriculum and instruction coordinator sign each page of the form.

Name: _____ Social Security Number: _____

Activity: _____ Time Spent (in hours): _____

Applicable Teaching Standard: _____

Justification: _____

Activity: _____ Time Spent (in hours): _____

Applicable Teaching Standard: _____

Justification: _____

Activity: _____ Time Spent (in hours): _____

Applicable Teaching Standard: _____

Justification: _____

By signing below, we verify that the activities listed above contribute to the credential holder's attainment of the California Standards for the Teaching Profession.

Credential Holder's Signature *Date*

Curriculum and Instruction Coordinator's Signature *Date*

Employer (Name of School, School District, Other) *Phone Number*

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California Standards for the Teaching Profession

The *California Standards for the Teaching Profession* provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The standards address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

Standard for Engaging and Supporting All Students in Learning

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

Standard for Developing as a Professional Educator

- Reflect on teaching practice and actively engage in planning professional development
- Establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community
- Learn about and work with local communities to improve professional practice
- Communicate effectively with families and involve them in student learning and the school community
- Contribute to school activities, promote common school goals, and improve professional practice by working collegially with all school staff
- Balance professional responsibilities and maintain motivation and commitment to all students

Standard for Assessing Student Learning

- Establish and clearly communicate learning goals for all students
- Collect information about student performance from a variety of sources
- Involve all students in assessing their own learning
- Use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students
- Exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress

Standard for Creating and Maintaining Effective Environments for Student Learning

- Create physical environments that engage **all** students in purposeful learning activities, and encourage constructive interactions among students
- Maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another
- 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
- Make effective use of instructional time as when implementing class procedures and routines

Standard for Understanding and Organizing Subject Matter for Student Learning

- Exhibit strong working knowledge of subject matter and student development

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- Organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area
- Interrelate ideas and information within and across curricular areas to extend students' understanding
- Use knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students

Standard for Planning Instruction and Designing Learning Experiences for All Students

- Plan instruction that draws on and values students' backgrounds, prior knowledge, and interests
- Establish challenging learning goals for all students based on student experience, language, development, and home and school expectations
- 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
- Sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests
- Modify and adjust instructional plans according to student engagement and achievement