
4B

Information/Action

Educator Preparation Committee

Discussion and Potential Adoption of Proposed California Standards for the Teaching Profession

Executive Summary: This agenda item brings proposed revised California Standards for the Teaching Profession (CSTP) for the Commission's consideration and adoption. In addition, it presents a proposed plan and timeline for Teacher Induction Programs to transition to the new standards.

Recommended Action: That the Commission discuss and consider for potential adoption the California Standards for the Teaching Profession (CSTP) and, if they meet the Commission's expectations, adopt the revised Standards.

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Discussion and Potential Adoption of Proposed California Standards for the Teaching Profession

Introduction

This item presents draft revised 2024 California Standards for the Teaching Profession (CSTP) ([Appendix A](#)) for Commission discussion and potential adoption. In addition, the item presents a proposed plan and timeline for Teacher Induction Programs to transition to the new standards following Commission adoption. Previous updates on the proposed revisions and content expert workgroup process to develop these revisions were presented at the [November 2019](#) and [August 2020 Commission meetings](#).

Background

The [California Standards for the Teaching Profession \(CSTP\)](#) describe the set of knowledge, skills, and abilities characteristic of accomplished professional practice at the level expected of effective veteran teachers.

The CSTP are organized within six overarching and interrelated domains of teaching, as follows:

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

Several research-based principles of effective teaching common to all of the six CSTP underlie and are an integral part of the Standards, whether expressly stated or not within a given CSTP and/or its component elements. These common underlying principles include:

- preparing teachers to deepen their knowledge, skills, and abilities to effectively serve all students (including but not limited to students who are English learners, who may have disabilities, who may have experienced trauma, and who may have other individual learning needs);
- preparing teachers to deepen their knowledge, skills, and abilities particularly in the area of literacy, recognizing that all teachers are teachers of literacy skills within their respective subject specific credential areas;
- preparing teachers to deepen their knowledge, skills, and abilities to create and maintain welcoming classrooms and other instructional settings where students feel safe and supported to learn and interact respectfully with each other;
- preparing teachers to deepen their knowledge, skills, and abilities to value and incorporate the background knowledge and experiences of their students to support and promote student growth, development, and learning (i.e., exemplifying an asset based perspective of their students); and

- preparing teachers to deepen their knowledge, skills, and abilities to collaborate in mutually respectful partnership with families/guardians and others in the community to help support student growth, development, and learning.

Whether explicitly stated or not within a given CSTP, each of these principles should be understood as being incorporated as integral aspects of each of the CSTP and expected to be exemplified within effective professional practice by all teachers.

How the CSTP Are Used

The CSTP serve several key functions within California’s Learning to Teach Continuum:

- a) They are the foundational document on which California’s mandatory Induction system for beginning teachers is based. The CSTP guide each beginning teacher’s pathway forward within their Induction program and classroom experiences designed to help and support them in becoming effective and accomplished professionals. Each beginning teacher collaborates in developing an Individual Learning Plan (ILP) based on the CSTP to use during induction to help them demonstrate progress towards meeting the expectations of the CSTP.
- b) The six domains of the CSTP serve as the overarching organizational domains for the sets of Teaching Performance Expectations (TPEs) adopted by the Commission that identify effective professional practice at the beginning teacher level rather than at the experienced teacher level.
- c) The CSTP serve as the roadmap for teachers over the trajectory of their teaching careers for deepening their knowledge, skills, and abilities to provide effective teaching and learning opportunities for all students. The CSTP help guide teachers in identifying areas for focused professional growth and development opportunities and activities based on their individual growth and development needs.
- d) The CSTP provide continuity, a common language for talking about teaching and teaching practice, and a common core of expectations over time for the development of effective professional practice across all credential areas as beginning teachers move through and past their Induction program and become experienced veteran professionals.

Updating the CSTP

The [California Standards for the Teaching Profession \(CSTP\)](#) were originally developed and adopted in the 1990s and were updated most recently in October 2009. The Commission regularly reviews and updates its standards to assure their currency, validity, and reliability, for the purposes for which they are being used. [Education Code \(EC\) section 44279.2](#) establishes the requirements for developing and administering a system for ensuring Teacher Induction program quality and effectiveness that includes periodically evaluating the validity of the CSTP adopted by the Commission and making updates and/or changes as appropriate.

The 2020 CSTP Update Process

In accordance with the periodic CSTP updating process outlined in EC section 44279.2, in [August 2020](#), Commission staff presented information about the application and selection process for an expert workgroup to update and revise the CSTP and the workgroup efforts

completed at that time. A full list of the 2020 workgroup members and liaisons is provided in [Appendix C](#).

The workgroup, which was facilitated by staff from the Region 15 Comprehensive Center at WestEd, the California Department of Education (CDE), and Commission staff, met virtually five times between June 2020 and May 2021: June 23, September 15-16, November 17-18, 2020, February 23-24, and May 21, 2021. The expert workgroup was charged with making recommendations to the Commission for updating and refreshing the CSTP. A key component of the process was to maintain the existing CSTP domains to serve as the conceptual framework for the continuum of professional teaching practice in California.

By the end of 2020, a draft of the revised CSTP was ready for input from the field, and between January 8 and February 5, 2021, a survey was open for input from educational partners. In all, 1,158 individuals signed into the survey and provided feedback, and several other constituent groups provided input including the California Teachers Association, the Parent Organization Network (PON), the Commission’s Bilingual Standards Panel, and the CDE’s Social Emotional Learning (SEL) 2.0 Workgroup. All feedback was analyzed initially by workgroup members at their February 2021 meeting and completed by the end of May 2021.

The 2024 CSTP Workgroup and Work to Finalize the Revised 2024 CSTP

During summer 2021, the work on the CSTP paused, as COVID and other critical world events demanded pause and reflection. At the same time, the Commission was engaging in other related work that would have an impact on the content and focus of the CSTP. These initiatives included the development of a new PK-3 Early Childhood Specialist Instruction Credential and the implementation of revised literacy standards and literacy-related teaching performance expectations (TPEs) pursuant to the provisions of Senate Bill 488 (Chap. 678, Stats. 2021).

Once the work of developing the new PK-3 Early Childhood Specialist Instruction Specialist Instruction Credential and the revised literacy standards and teaching performance expectations was well underway, the focus shifted once more to a consideration of whether the 2020 draft of the CSTP needed further updates or revisions to align with this work. In July 2023, the original workgroup was asked to come back together to have a final look at the 2020 draft CSTP. Of the 26 original workgroup members, 17 were able to join the workgroup again to meet for two half-days in September and October 2023. In advance of the workgroup meeting, the 2020 draft CSTP were reviewed by members expert in several key focus areas including literacy, English learners, early childhood education, special education, social emotional wellness, and diversity, equity, and inclusion. The feedback from these experts was provided to workgroup members to consider in their final review and revision and resulted in the development of the draft 2024 CSTP ([Appendix A](#)). A side-by-side comparison of the draft 2024 and the 2009 CSTP is provided in [Appendix B](#).

Format of the Draft Revised 2024 CSTP

The revised CSTP are organized within the following order of increasing specificity: domain, standard, element, and indicator. The *domain* level identifies the six categories that encompass California’s vision for teaching in an effective, equitable learning system. The *standards*

included within each domain provide the broad policy statement foundational to that domain. The *elements* identify key concepts or themes within each standard and describe how teachers implement the concepts and principles in each standard through their pedagogical practices. The *indicator levels* provide selected examples of professional practices that demonstrate effective teaching related to a particular standard.

Implementation and Transition Considerations

If the Commission adopts the revised CSTP at its February 2024 meeting, Teacher Induction programs will need time to learn about and understand these updated standards and expectations. Induction program sponsors will need time to determine what changes need to be made to their programs, update Individual Learning Plans with their candidates, and provide mentor training.

Commission staff will need time to work with experts to revise the [Continuum of Teaching Practice](#) that provides a description of teaching based on levels of practice aligned to the CSTP.

Staff suggests that once the draft CSTP are adopted, Teacher Induction programs would use the 2023-2024 and the 2024-2025 academic years to align their programs with the revised CSTP, with technical assistance for implementation provided by Commission staff. Beginning with the 2025-2026 academic year, all Teacher Induction programs would be required to fully implement the revised 2024 CSTP.

The outline below presents the proposed timeline for implementation of the revised 2024 CSTP should the Commission adopt these standards at its February 2024 meeting.

Proposed Timeline for Teacher Induction Program Transition to the 2024 CSTP

- February 2024: The Commission adopts proposed revised 2024 CSTP
- February 2024-July 2025: Technical Assistance is provided to Teacher Induction Programs to understand and implement the revised CSTP
- Academic Year 2025-2026: Teacher Induction Programs are aligned with the 2024 CSTP and approved programs submit to the Commission an assurance statement verifying full implementation within the Teacher Induction Program.

(Note: A Commission-approved Teacher Induction program could elect to move to the revised CSTP more quickly than the process outlined above.)

Staff Recommendation

Staff recommends that the Commission adopt the proposed revised 2024 California Standards for the Teaching Profession (CSTP) as presented in [Appendix A](#) of this agenda item.

Next Steps

Once the revised CSTP are adopted by the Commission, staff will notify the field that the 2024 California Standards for the Teaching Profession (CSTP) have been adopted. Staff will begin to provide technical assistance and support Teacher Induction programs as they transition to using the updated CSTP. Staff will also monitor programs and confirm assurance statements as these statements are submitted.

Appendix A

2024 CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

Introduction

Teachers are the single most important classroom factor in student learning and achievement. Research demonstrates that the greatest influence on learning progression is having highly expert, inspired, and passionate teachers who work with school leaders, to maximize the effect of their teaching for all learners in their care. The effort to educate every California learner is an incredibly complex undertaking. Thus, continuously strengthening the teaching profession by equipping teachers with effective practices based on available evidence is critical. Moreover, because what teachers know and are able to do directly influences student learning and well-being, educators must have a deep awareness and understanding of what quality teaching looks like—and of how to implement it for every student every day.

The California Standards for the Teaching Profession (CSTP) are foundational for teacher preparation and teacher induction. They also serve as a guide for educator professional learning, development, and evaluation statewide. With the ultimate goal of improving student learning and well-being, the standards provide a broad and complex vision of the teaching profession within which all teachers can define and develop their practice. They also provide a common language for communication and dialogue, and thus play an important role in prompting educators to reflect about student learning and teaching practice; formulate professional goals that improve teaching practice in support of student learning; and guide, monitor, and assess their progress toward professional goals.

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Codified in the California Education Code (EC §44279.1), the standards have been updated over time so that they continue to be relevant and useful in the face of changes in learning expectations and priorities, shifts in student populations, and increased attention on outcomes that incorporate such factors as diversity, equity, and inclusion. This 2024 update was developed by the Commission on Teacher Credentialing in partnership with the California Department of Education (CDE). During 2022–23, the Commission and the CDE engaged a diverse work group of expert practitioners and policymakers from across the state in an in-depth study and revision process. The work group used research, professional literature, an array of California documents, examples from other states, constituent input and comments from online review, and expert consultation to inform decisions about content and structural changes that would revitalize the CSTP.

The 2024 CSTP represent an expertly informed consensus on expectations for the teaching profession. They lay groundwork for next steps in continuously improving teaching in ways that equitably benefit all learners' academic achievement and well-being. The standards attend to the social, emotional, physical, cognitive, and academic needs of learners. Their focus is to ensure inclusive learning experiences based on individual learner assets and needs while also creating equitable outcomes for all. The revised CSTP also highlight enhanced family and community engagement practices, with an emphasis on two-way communication to develop

positive and reciprocal family and community connections. Additionally, the standards include indicators for teaching performance in relation to digital citizenship, restorative justice, a growth mindset, and the implementation of a continuous growth model.

The revised CSTP also acknowledge the increasing complexities of teaching. The standards feature evidence-based strategies that address learners' academic and social-emotional development; apply to classroom, school, district, and community settings; include actions for both individual teachers and collaborative teaching; and provide strategies that support teachers' professional judgment while attending to state standards and frameworks, along with family and community goals. The purpose of these standards is to enable teachers to meet the needs of *all* learners (collective), *each* learner (individual), and *every* learner, including but not limited to specifically historically and persistently underserved students.

The Scope of the Updated California Standards for the Teaching Profession (CSTP)

The 2024 CSTP identify and clarify effective teaching strategies that have positive impacts on student achievement and well-being. They describe critical areas of effective teaching and offer a structure to help teachers and other constituents navigate the complexity of teaching and continuously improve practice. A single approach to professional practice will not 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 for the learners they teach. The CSTP provide a framework within which teachers and others can develop individualized action-oriented goals and strategies, with details tailored to their particular learners and contexts—the kind of practice, in other words, that is most likely to result in quality teaching for the state's broad range of learners and teaching circumstances.

Intentionally broad in scope, the CSTP:

- Represent a holistic view of teaching, organized to address the complexity of educating California's diverse learners.
- Shape and support teacher behaviors and skills for evidence-based practice that generates equitable, high-quality education.
- Address effective teaching across grade levels—from pre-K early learning through classrooms organized primarily for adults.
- Outline the principles and foundations of teaching practice across all subject areas.
- Provide scaffolding for coherent, ongoing development of teachers across career stages, from teacher preparation through highly accomplished practice.
- Work in concert with state standards, frameworks, guides, and resources that focus on teaching specific subject matter and skills or on various types of learners.

The CSTP Big Ideas and Structure

The updated CSTP are organized into six broad, interdependent standards that embed California's vision for teaching in an effective, equitable learning system. This six-topic footprint is similar to the previous CSTP (2009) and is intended to facilitate the use of extant research and resources that might be helpful in implementing the updated standards. It also parallels other

California state professional standards, such as the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS).

Each of the six Standards includes Elements and Example Indicators—a format that illustrates, in increasing detail, the implementation of high-quality teaching. The Elements highlight four to seven focus areas within each standard. They serve to clarify the intention of the standard and help define key components of teaching within the standard. Example Indicators are samples of how a teacher might demonstrate the standard or the element within their own teaching. The example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

The **2024 California Standards for the Teaching Profession (CSTP)** are:

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students’ identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student’s intrinsic motivation to embrace new learning challenges.
- 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student’s assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.

- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student’s unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.

- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with exceptional needs and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth.

Element 2A Example Indicators

Teachers

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students’ leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.

- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another’s learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
- 2C–3: Coordinate logistics and resources needed to facilitate students’ in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with exceptional needs and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and

culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.

- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student’s academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student’s content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California’s ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students’ assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth.

Element 3C Example Indicators

Teachers

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and exceptional needs.
- 3C–5: Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C–6: Use the English language development standards and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers

- 3D–1: Integrate key concepts, themes, and connections across subject matter areas.
- 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3D–3: Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.
- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction, and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students’ knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators

Teachers

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students’ engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students’ responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in-person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students’ identified assets and needs.

Element 4D Example Indicators

Teachers

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social–emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with exceptional needs, high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students’ actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student’s achievement and well-being.

Element 5A Example Indicators

Teachers

- 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A–3: Informally assess students’ application of academic and social–emotional content and skills, based on consistent interactions with students.
- 5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments

and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students’ areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with exceptional needs, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.

- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social–emotional development. This common understanding informs teaching and supports practices that meet students’ diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student’s growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.

- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, and support plans that provide insights from each teacher’s area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students’ rights and responsibilities; reporting mandates for students’ learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student’s learning requirements by making accommodations and modifications, especially for students with exceptional needs and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.

- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers

- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.

Appendix B

Side by Side Comparison Between 2024 and 2009 California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
<p>Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.</p>	<p>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.</p>
<p>Element 1A Focus on Student: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore their identities and extend their learning.</p>	<p>1.1 Using knowledge of students to engage them in learning.</p>
<p>Element 1B Knowledge of Students: Teachers elicit and solicit knowledge of each student’s assets and needs including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in service of increasing active engagement in learning.</p>	<p>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests.</p>
<p>Element 1C Student Backgrounds and Family Engagement: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.</p>	<p>1.3 Connecting subject matter to meaningful, real-life contexts.</p>

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
Element 1D Diversity and Equity: Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths and needs, and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.
See CSTP Element 3D Content Skills Across Subjects See CSTP Element 5B Interpreting and Using Assessment Data to Inform Student Learning	1.5 Promoting critical thinking through inquiry, problem solving, and reflection. 1.6 Monitoring student learning and adjusting instruction while teaching.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency and voice, identity, and development, and promotes equity and inclusivity.	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.
Element 2A Learning Environment: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic, and social-emotional growth.	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
Element 2B Student Behavior: Teachers communicate, model, practice and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity and productive interactions to maximize opportunities for each student to learn and thrive.	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
Element 2C Organizational and Resource Management: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
Element 2D Inclusive Environment: Teachers build on students’ assets —students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.
<p>See CSTP Element 2B Student Behavior</p> <p>See CSTP Element 2B Student Behavior</p> <p>See CSTP Element 2C Organizational and Resource Management</p>	<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</p> <p>2.7 Using instructional time to optimize learning.</p>

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

<p>2024 California Standards for the Teaching Profession</p>	<p>2009 California Standards for the Teaching Profession</p>
<p>Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.</p>	<p>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.</p>
<p>3A Knowledge of Subject Matter and Pedagogy: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.</p>	<p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</p>
<p>Element 3B Connecting Subject Matter to Real-World Contexts: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.</p>	<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</p>
<p>3C Curriculum and Resources for Specific Students and Student Groups: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth.</p>	<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter.</p>

<p>3D Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.</p>	<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter.</p>
<p>3E Curriculum Materials and Resources: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.</p>	<p>3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p>
<p>See CSTP Element 3C Curriculum and Resources for Specific Students and Student Groups and CSTP Element 3E Curriculum Materials and Resources</p>	<p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.</p>

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

<p>2024 California Standards for the Teaching Profession</p>	<p>2009 California Standards for the Teaching Profession</p>
<p>Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.</p>	<p>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.</p>
<p>4A Planning Instruction for Student Learning: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.</p>	<p>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p>

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
4B Designing and Developing Instruction for Student Learning: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	4.2 Establishing and articulating goals for student learning.
4C Facilitating Instruction for Student Learning: Teachers advance student learning by employing varied instructional strategies and supports that help build students’ knowledge and skills and that facilitate student engagement, well-being, and efficacy.	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
4D Adapting Instruction for Student Learning: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students’ identified assets and needs.	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
See CSTP Element 4D Adapting Instruction for Student Learning	4.5 Adapting instructional plans and curricular materials.

CSTP 5: Assessing Students for Learning

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students’ actions to improve learning experiences and outcomes.	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.

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
<p>Element 5A Understanding and Using Assessments: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student’s achievement and well-being.</p>	<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</p>
<p>5B Interpreting and Using Assessment Data to Inform Student Learning: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.</p>	<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.</p>
<p>5C Communication of Assessment and Data: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.</p>	<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning.</p>
<p>5D Assessment for Continuous Improvement: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.</p>	<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</p>
<p>See CSTP Element 5C Communication of Assessment Data</p> <p>See CSTP Element 5D Assessment for Continuous Improvement</p> <p>See CSTP Element 5C Communication of Assessment Data</p>	<p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress.</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families.</p>

CSTP 6: Developing as a Professional Educator

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
<p>Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.</p>	<p>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.</p>
<p>6A Reflection on Practice: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.</p>	<p>6.1 Reflecting on teaching practice in support of student learning.</p>
<p>6B Focused Professional Learning: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.</p>	<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.</p>
<p>6C Collaboration with Colleagues: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social–emotional development. This common understanding informs teaching and supports practices that meet students’ diverse learning interests, strengths, and needs.</p>	<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</p>

2024 California Standards for the Teaching Profession	2009 California Standards for the Teaching Profession
6D Collaboration with Families, Guardians, and the Community: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student’s growth and well-being.	6.4 Working with families to support student learning.
6E Ethical Conduct and Professional Responsibilities: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.	6.5 Engaging local communities in support of the instructional program.
6F Activating Access and Equity: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	6.6 Managing professional responsibilities to maintain motivation and commitment to all students.
6G Personal Growth and Well-Being: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

Appendix C

2020 California Standards for the Teaching Profession (CSTP) Workgroup Members

Workgroup Members Identified by Key Constituent Groups and Appointed by Commission Executive Director

*Participated in both the 2020 and 2024 CSTP Workgroups

Name	Affiliation	Position at the Time of the Workgroup
Denise Edwards*	University of California (UC)	University of California, Riverside Supervisor, Graduate School of Education
Tanya Golden*	California Federation of Teachers (CFT)	ABC Unified School District Teacher
Chandra McPeters	California Teachers Association (CTA)	Stockton Unified School District Teacher
Karen O'Hara	California State University (CSU)	California State University, Sacramento Faculty
Manjit Singh*	California County Superintendent Educational Services Association (CCSESA)	Fresno County Superintendent of Schools Director, Teacher Induction
Tymika Wesley*	Association of Independent California Colleges and Universities (AICCU)	Cal Lutheran University Chair, Department of Learning and Teaching

Workgroup Members Applicants Appointed by Commission Executive Director

Name	Affiliation	Position at the Time of the Workgroup
Dawn Aguila*	Santa Ana Unified School District	Program Specialist, Training, Induction, and Professional Support
Tonya Almeida*	Riverside County Office of Education	Director II, Center for Teacher Innovation
Tara Barnhart*	Chapman University	Assistant Professor, Attallah College of Educational Studies
Malaika Bryant*	Kern County Superintendent of Schools	Director II, Educator Development & Data Support
Adriana Cervantes- Gonzalez*	CSU Bakersfield (Representing CLEAR)	Lecturer, Representative for Center for Leadership, Equity, and Research (CLEAR)
Thomas Courtney*	San Diego Unified School District	Teacher
Nyere da Silva	Contra Costa County Office of Education	Coordinator, Teacher Induction

Name	Affiliation	Position at the Time of the Workgroup
Charise DeCoito	Contra Costa County Office of Education	Coordinator, Teacher Induction
Kenan Delgado	San Francisco Unified School District	Peer Coach
Sheiveh Jones*	San Diego County Office of Education	Director, Teacher Effectiveness and Preparation
Kimberly Lilienthal*	Placer County Office of Education	Senior Director
Patrick McKee	Foothill Consortium/West Covina LEA	Director, Foothill Consortium Induction Program
Minluvi Ramos*	Compton Unified School District	Administrator, Teacher Induction Program and Support
David Rivas*	Antelope Valley Union High School District	Teacher, Induction Mentor, Adjunct Lecturer
Melissa Roberts*	Santa Cruz/Silicon Valley New Teacher Project	Director
Jodie Schwartzfarb	New Haven Unified School District	Teacher
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Julianna Sikes*	Davis Joint Unified School District	Director, Teacher Intern Program
Christine Sisco	Stanislaus County Office of Education	Assistant Superintendent, Instructional Support Services
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Workgroup Facilitators

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