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## CSTP DRAFT 12/21/20

### California Standards for the Teaching Profession (CSTP) Standards, Elements, and Sample Indicators

#### CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, when designing learning experiences to strengthen student participation, engagement, connection, and sense of belonging.

#### **Element 1A: Focus on Students**

1A: Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

#### **Element 1A Indicators**

Teachers:

- 1A-1 Articulate and plan learning experiences with the expectation that each student will meet content and performance standards.
- 1A-2 Use knowledge of students to inspire, engage, and reinforce each student's intrinsic motivation for learning.
- 1A-3 Design learning experiences that support the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-4 Implement support systems for student access to learning opportunities that build on student assets and address student needs, including identified IEP accommodations or modifications.
- 1A-5 Create experiences within a classroom community where every student is valued and enjoys active and equitable participation in learning and success.
- 1A-6 Design a system to acknowledge student achievements and progress to motivate them to embrace new learning challenges.
- 1A-7 Establish a student-centered learning environment that engages and supports all students in relevant and challenging experiences to extend their learning.

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## **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 service of increasing active engagement in learning.

### **Element 1B Indicators**

Teachers:

- 1B-1 Actively seek out knowledge of each student’s cultural background to create culturally responsive and sustaining learning opportunities.
- 1B-2 Create learning opportunities drawing upon students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B-3 Use multiple measures to develop an understanding of each student’s assets, current capacity, and future developmental needs.
- 1B-4 Integrate student voice by encouraging students’ feedback and including their participation in planning and sustaining classroom structures and practices.
- 1B-5 Provide a learning environment for language acquisition using research-based approaches that address the diverse needs of language learners, including English learners with disabilities.

## **Element 1C: Student Backgrounds and Family Engagement**

1C: Teachers meaningfully involve all families and caregivers in addressing students’ learning needs and well-being, and are responsive to the economic, social, cultural, linguistic, and community factors that impact student growth.

### **Element 1C Indicators**

Teachers:

- 1C-1 Determine the most effective method for communicating with families and communities from underrepresented communities and with those who communicate in languages other than English, and explicitly enact those strategies to increase positive connections.
- 1C-2 Create a system of reciprocal partnership with families, guardians, and/or caregivers to engage with them about individual students to enhance student learning experiences.
- 1C-3 Exchange expectations for student learning and success and review available systems of support with families, guardians, and/or caregivers.
- 1C-4 Maintain understandable, timely, and accessible communications with families and caregivers about student progress and accomplishments.
- 1C-5 Consider and communicate the ways in which the taught curriculum/knowledge base can be relevant to the family or community.

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- 1C-6 Use family-drawn information to determine additional considerations for implementing actions that promote equity.

## **Element 1D: Diversity and Differentiation**

1D: Teachers are responsive to and respectful toward learners' differing experiences, cultural identity, strengths, interests, and needs and are well-prepared and committed to further every learner's development.

### Element 1D Indicators

Teachers:

- 1D-1 Build positive relationships with all students that promote understanding and acceptance of differences.
- 1D-2 Recognize their own explicit and implicit biases and develop tools to counter them and create a community in an inclusive environment that views differences in learning and background as educational assets.
- 1D-3 Understand the difference between improved outcomes for some and equitable outcomes for all and act accordingly.
- 1D-4 Address achievement and opportunity disparities among student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socioeconomic backgrounds.
- 1D-5 Strengthen their practice and apply theories and principles of equity to provide equitable access, opportunities, and positive outcomes for all students.

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## **CSTP 2: Creating and Maintaining Effective Environments for Student Learning**

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment to affirm every student’s voice, identity, and development through mutually respectful, supportive and challenging experiences that promote equity and inclusivity for every student and their family.

### **Element 2A: Learning Environment**

2A: Teachers create dynamic and engaging asset-based academic and social-emotional learning environments and climates that promote growth, creativity, and intellectual curiosity for each student.

#### **Element 2A Indicators**

Teachers:

- 2A-1 Understand the unique cultural backgrounds, needs, interests, and abilities of each student to build trusting relationships to ensure all students thrive.
- 2A-2 Coach students to appreciate their own identities and the identities of others and to view themselves as valued contributors to society.
- 2A-3 Encourage constructive and productive interactions among students by teaching and practicing strategies such as problem-solving and conflict resolution.
- 2A-4 Support all students in navigating positive interactions that accept and respect: diversity, including cultural, social, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; and family structure and sexual orientation to ensure the equity and inclusivity of all students and their families.
- 2A-5 Assist students in appreciating their own identities and viewing themselves as valued contributors to their own growth and to the community.
- 2A-6 Teach, model, and reinforce Digital Citizenship.

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## **Element 2B: Student Behavior**

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

### **Element 2B Indicators**

Teachers:

- 2B-1 Create a classroom culture where students feel a sense of responsibility to and for one another.
- 2B-2 Employ culturally appropriate/relevant routines, procedures, norms, and supports to strengthen positive behavior and promote a climate in which all students can grow.
- 2B-3 Support students to take risks and to express thoughtful and respectful opinions related to their learning and well-being.
- 2B-4 Collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior.
- 2B-5 Understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge to develop systems and practices to support individual and collective student growth.
- 2B-6 Develop positive, proactive systems for student behaviors and respond in an efficient, fair, and equitable manner.
- 2B-7 Nurture students' leadership skills and sponsor opportunities for students to apply them in an outlet for positive behavior.
- 2B-8 Implement principles of positive behavior intervention and support processes as well as restorative justice and conflict resolution practices as appropriate to individual students to provide a safe and caring classroom and school climate.

## **Element 2C: Organization and Management**

2C: Teachers organize and manage an equitable learning environment by employing culturally relevant classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which each student can grow and learn.

### **Element 2C Indicators**

Teachers:

- 2C-1 Structure available resources (e.g., physical space, time, people, technology, funding) to create a safe environment that contributes to individual and group learning and the social-emotional needs of every student.
- 2C-2 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical needs of students.

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- 2C-3 Develop daily schedules, timelines, classroom routines, and norms that maximize learning for every student.
- 2C-4 Use instructional time to optimize and differentiate learning for the learning assets and needs of every student.
- 2C-5 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

### **Element 2D: Inclusive Environment**

2D: Teachers develop and maintain a globally inclusive learning environment in which the diversity of all individuals within the school community and beyond are validated to ensure that the academic and social-emotional needs of each student are met.

#### **Element 2D Indicators**

Teachers:

- 2D-1 Build positive relationships with all students that promote a sense of belonging and the acceptance of commonalities, differences, and assets.
- 2D-2 Anticipate and enhance access to challenging learning experiences by providing appropriate guidance, instruction, and resources.
- 2D-3 Appreciate students with individual differences and diverse cultures and communities and produce and promote inclusive learning experiences that enable each learner to fully participate and grow.
- 2D-4 Create and capitalize on situations where students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2D-5 Access resources, supports, and specialized assistance and services to meet particular learning differences or areas of social-emotional development.

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## **CSTP 3: Understanding and Organizing Subject Matter for Student Learning**

Teachers integrate content standards and expectations into an equitable, coherent, and culturally relevant curriculum that engages and challenges learners in developing the knowledge and skills required to foster identities as competent and resourceful learners.

### **Element 3A: Knowledge of Subject Matter Content and Pedagogy**

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address state and local subject or grade-level expectations, language demands, content standards, and curriculum frameworks.

#### **Element 3A Indicators**

Teachers:

- 3A-1 Implement and expand knowledge of subject matter concepts, themes, relationships, and perspectives that are sufficient to broaden and deepen content expertise and student learning.
- 3A-2 Explicitly address subject-matter content and instructional strategies outlined in state-adopted standards, frameworks, and technology guidelines.
- 3A-3 Utilize student content standards to plan lessons, formative assessments, and other student learning experiences.
- 3A-4 Develop, model, and facilitate learning opportunities that teach and practice the use of disciplinary language and discourse.
- 3A-5 Provide multiple pathways for individuals or student groups to access and master key ideas of the subject matter.
- 3A-6 Arrange curricula into developmental progressions of subject matter to facilitate students' content learning and language acquisition.

### **Element 3B: Connection to the Worlds in Which We Live**

3B: Teachers create learning experiences that leverage students' identities as a resource for motivation and learning. They demonstrate how to connect concepts and integrate students' unique backgrounds, perspectives, and cultural identities to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic disciplinary issues and themes.

#### **Element 3B Indicators**

Teachers:

- 3B-1 Leverage students' funds of knowledge to design meaningful standards-based lessons.

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- 3B-2 Include learning content related to digital literacy, including citizenship, ethical use, copyrights, and privacy laws.
- 3B-3 Complement subject-matter content with examples, current events, music and art, and other resources that reflect experiences, people, settings, and themes to which students relate.
- 3B-4 Design learning experiences in which students take an active role in the direction of their learning through questioning, the inquiry process, and project development.
- 3B-5 Select and organize subject matter to reveal and value different perspectives and circumstances.
- 3B-6 Integrate content-based curriculum and instruction, student supports for learning subject matter, and links to student aspirations and goals so all students reach high levels of academic growth.
- 3B-7 Extend beyond mere knowledge acquisition to highlight practical and relevant application of that knowledge that leads to student motivation and love for learning.

### **Element 3C: Modification of Curriculum Design and Implementation for Specific Students/Student Groups**

3C: Teachers plan and implement practices that position each learner, including students with various levels of linguistic assets, learning abilities, and communicative proficiencies as well as students with special needs, with equitable access to critical concepts and themes in the academic content standards and state curriculum frameworks at an appropriate level to promote academic and linguistic growth.

#### **Element 3C Indicators**

Teachers:

- 3C-1 Prioritize and organize curricula at an appropriate level and make necessary accommodations based on student data.
- 3C-2 Create rigorous, relevant, and developmentally appropriate learning sequences matched to accessible subject-matter content, materials, and equipment.
- 3C-3 Coordinate the assets and needs of English learners and students with special needs to provide equitable opportunity and access to critical content.
- 3C-4 Focus on content and skill development outlined in the Individual Education Plan (IEP) goals and objectives of students with special needs.
- 3C-5 Capitalize on the English Language Development (ELD) standards and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

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## **Element 3D: Alignment/Integration Across Subjects**

3D: Teachers elevate lessons by enabling students to apply interdisciplinary knowledge and skills to identify and explore complex, authentic, and relevant subject-matter issues and propose solutions.

### **Element 3D Indicators**

Teachers:

- 3D-1 Integrate key concepts, themes, relationships, and connections across subject matter areas.
- 3D-2 Engage in vertical and horizontal planning, guided by student content standards and state curriculum frameworks, to establish subject matter linkages within and across disciplines.
- 3D-3 Design learning experiences that require students to access information from multiple content areas in order to research, plan, complete, and present them.
- 3D-4 Empower students to work on areas for growth and learn new content by leveraging their subject-matter strengths.
- 3D-5 Empower students to learn and practice multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

## **Element 3E: Curriculum Materials and Resources**

3E: Teachers use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to increase relevance, equity, and accessibility to curriculum and subject-matter learning.

### **Element 3E Indicators**

Teachers:

- 3E-1 Assure the availability of equipment, print materials, and other supplies that support students in meeting individual or collective learning goals.
- 3E-2 Employ the full range of materials, resources, and technologies provided by the school and district.
- 3E-3 Incorporate a broad variety of technologies (e.g., written, visual, audio, web-based, adaptive) to convey key concepts in the subject matter.
- 3E-4 Target specific materials, resources, and technologies that support differentiated student learning of the subject matter content and skills.
- 3E-5 Research and expand the use of learning materials and resources that reflect the variety of diversity in the classroom, school, community, and beyond.
- 3E-6 Review and monitor materials and resources to eliminate insensitivities and bias.

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- 3E-7 Evaluate whether resources meet Americans with Disabilities Act (ADA) and web-content accessibility standards.
- 3E-8 Leverage resources across programs; schools; districts; and county, state, and federal providers to expand use and maximize benefits of equipment and materials.

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

Teachers plan and design learning experiences that optimize student learning and well-being by researching and applying quantitative and qualitative data collected on individual students' personal and academic strengths and areas of growth (i.e., prior knowledge, academic, social-emotional, language proficiency, cultural background, cognitive diversity, etc.).

### **Element 4A: Plan for Diverse Learners**

4A: Teachers plan instruction for student growth and achievement based on content-area knowledge, individual student performance data, linguistic strengths and needs, social-emotional and academic goals, diverse strengths, backgrounds, experiences, and the community context.

#### **Element 4A Indicators**

Teachers:

- 4A-1 Align content expectations, student academic progress/achievement, available resources, timelines, and so on to outline appropriate learning activities for individual students and groups.
- 4A-2 Establish equitable access, opportunity, and outcomes for learning experiences that address the spectrum of achievement among student groups.
- 4A-3 Engage with students and caregivers to link the relationship between student academic performance and home and school.
- 4A-4 Collaborate with a diverse group of colleagues, school leaders, and others to co-plan relevant and culturally sustaining learning experiences grounded in social justice, equity, and access.
- 4A-5 Establish individual student and class expectations and goals; and articulate content, skills, and applications for student learning and outcomes.
- 4A-6 Schedule time to reflect on and revise plans to continually improve practice and student learning experiences.

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## **Element 4B: Design and Development**

4B: Teachers organize and prepare learning experiences, informed by evidence-based teaching strategies and materials, that are rigorous and relevant to students' diverse developmental needs and interests.

### **Element 4B Indicators**

Teachers:

- 4B-1 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice by connecting with student engagement practices.
- 4B-2 Reference up-to-date knowledge about policies and procedures of current education research and emerging promising practices relevant to developing exemplary teaching and learning.
- 4B-3 Use state academic frameworks and guides that offer evidence-based instructional and support strategies to increasing learning for all students, including adapting practice to meet the diverse learning assets and needs.
- 4B-4 Determine and apply appropriate learning progressions, scaffolding, and differentiation for individual and class experiences.
- 4B-5 Determine and apply instructional strategies best suited to specific subject-matter areas to increase student achievement.
- 4B-6 Sequence short-term and long-term instruction and support that reflect district priorities, the core curriculum, and student learning goals.
- 4B-7 Enhance the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- 4B-8 Collaborate with colleagues and school/district leaders to coordinate and leverage strategies that appropriately apply to school, class, and individual student expectations and goals.

## **Element 4C: Instruction and Facilitation**

4C: To facilitate student engagement, learning, well-being, and efficacy, teachers understand subject matter content and integrate it with how students learn.

### **Element 4C Indicators**

Teachers:

- 4C-1 Identify and apply connections to student interests and the critical examination of current topics with core curriculum and learning goals.

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- 4C-2 Facilitate and model designed lessons, units, and projects, making adjustments to clarify student thinking or reinforce student understanding.
- 4C-3 Anticipate students' areas of growth based on perceptions and understandings and remove barriers to their progress by adapting and implementing varied instructional practices to actively and equitably engage all students.
- 4C-4 Provide access to and instruction on a variety of digital and manual resources that are needed for the effective instruction and differentiated support of all students.
- 4C-5 Promote multiple means of engagement and expression, such as use of digital tools and learning technology, that provide students with a variety of ways to demonstrate their learning.
- 4C-6 Exercise and support student learning experiences that are offered in-person, online, or by other means.

### **Element 4D: Instructional Adaptations**

4D: Teachers create and implement instructional plans, learning activities, curricular resources, and time allocations that result in differentiated learning and support activities and that address the dynamics of students' identified assets and needs.

#### **Element 4D Indicators**

Teachers:

- 4D-1 Modify and scaffold instruction based on knowledge of how students learn.
- 4D-2 Build flexible pathways, processes, and interventions for student engagement strategies that are inclusive and that support student success.
- 4D-3 Utilize a range of approaches that address students' academic, cultural, social, physical, and emotional well-being and that enhance students' success in meeting academic learning goals (e.g., using Culturally Sustaining Pedagogies, Universal Design for Learning, English Language Development Standards, and Individual Learning Plans).

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## CSTP 5: Assessment for Learning

Teachers understand authentic and equitable assessment and use multiple methods to advance and monitor student progress to guide the teacher’s and learner’s decision-making, and to improve learning outcomes for each student.

### **Element 5A: Understanding, Collecting, and Interpreting Assessments and Data**

5A: Teachers understand, collect, analyze, and interpret assessment data to plan and differentiate instruction and improve systems and practices that continuously promote student learning.

#### Element 5A Indicators

Teachers:

- 5A-1 Deepen and refine their knowledge about different types of assessments — their proper uses; benefits; limitations; and vocabulary, such as validity, reliability, and bias, to choose assessments appropriate for their students.
- 5A-2 Define the data needed for and determine which assessment best aligns with the desired outcomes (e.g., state-level, interim, diagnostic, benchmark, and summative assessments; subject-area tests; and formative assessments, including teacher day-by-day monitoring).
- 5A-3 Collect, analyze, and interpret assessment data from multiple sources, both individually and with others, to maintain a continuous and comprehensive record of group and individual achievement to document students’ learning over time.
- 5A-4 Apply a variety of digital assessment tools to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.
- 5A-5 Integrate knowledge of student content standards, desired student outcomes, curricula, and assessments to interpret evidence and make decisions that improve student learning and system effectiveness.
- 5A-6 Collaborate with specialists to accurately interpret assessment results for the varied classifications of students with special needs, English learners who are at various levels of acquisition, and other students who have targeted learning plans.
- 5A-7 Develop action plans based on examining and interpreting student performance data.
- 5A-8 Promote opportunities for learner self-assessment (e.g., reflections, rubrics, graphic organizers, oral assessments, and learning targets).

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## **Element 5B: Assessment Data Used to Inform Instruction**

5B: Teachers use varied methods of assessment, tools, and processes to enact data-based decisions, equitable grading practices, and curricular and instructional effectiveness, and adjust their practices to meet the strengths and needs of each student to facilitate their academic growth.

### **Element 5B Indicators**

Teachers:

- 5B-1 Administer appropriate assessments to acquire meaningful evidence of knowledge, skills, and abilities of individuals and student groups.
- 5B-2 Disaggregate summative and formative achievement and perception data by gender, race, language, special needs, foster youth, and poverty indicators to identify critical student needs that require targeted instruction and support.
- 5B-3 Apply online programs and access technology resources to enhance their ability to monitor and document student progress accurately and without bias.
- 5B-4 Engage all students in the assessment process by incorporating opportunities for self-assessment, goal setting, and monitoring their own progress, providing students with opportunities to revise work and demonstrate growth based on feedback.
- 5B-5 Draw on multiple sources of information to design equitable and accountable grading practices that reflect student learning (e.g., rubrics).
- 5B-6 Prepare students to understand the format and direction of assessments used and the criteria by which the students will be evaluated.
- 5B-7 Systematically check for student understanding by using student questions, interests, and use of time to adjust lessons and revise plans accordingly.
- 5B-8 Differentiate goals and learning experiences for diverse learners from assessed assets and needs in specific plans, and provide recommended accommodations for English learners, students with special needs, and other students with targeted plans and goals.

## **Element 5C: Communication of Assessment and Data**

5C: Teachers collaborate with students, families, and caregivers to foster student learning by increasing their understanding and application of assessment information.

### **Element 5C Indicators**

Teachers:

- 5C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about students and their progress toward learning outcomes.

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- 5C-2 Initiate regular contact with students and their families/caregivers to share timely and comprehensible feedback and assessment information about student progress, achievement, and areas needing improvement.
- 5C-3 Communicate assessment results to families/caregivers in ways that are understandable and respectful.
- 5C-4 Provide families/caregivers with ways to use assessment information at home to increase student motivation and improve student learning.
- 5C-5 Promote appropriate and accessible technology resources (e.g., learner surveys, polls, check-in calls, live sessions, etc.) to communicate students' learning to students and their families/caregivers.
- 5C-6 Collaborate with peers, specialists, and families/caregivers in regular disaggregation, analysis, and/or reporting of local and state student assessment results and program data.
- 5C-7 Appreciate and comply with laws and policies related to recording and sharing of student information, data access and privacy, and individual and group reporting.

### **Element 5D: Assessment for Continuous Improvement**

5D: Teachers, individually and with others, reflect upon and evaluate the effectiveness of the comprehensive assessment system to make adjustments to instruction, school programs, and district priorities.

#### **Element 5D Indicators**

Teachers:

- 5D-1 Use student and professional expectations and standards to guide, monitor, support, and improve instruction and student learning.
- 5D-2 Initiate structures (e.g., common meeting times) and data analysis routines with peers to analyze, reflect on, collaborate on, and implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D-3 Work with school and district leaders to get information about patterns of student performance to inform priorities for resource allocations (e.g., professional learning or curricular resources).
- 5D-4 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.

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## CSTP 6: Developing as a Professional Educator

Teachers extend their expertise by engaging in authentic and intentional professional learning experiences that increase their effectiveness in teaching, developing leadership, and supporting all students to learn and thrive, while attending to their personal well-being.

### **Element 6A: Reflection on Practice**

6A: Teachers continually examine and evaluate their own practice to apply intentional actions that incorporate their new understanding and perspectives as a guide for professional growth and effectiveness.

#### **Element 6A Indicators**

Teachers:

- 6A-1 Intentionally reflect on and analyze their teaching practice and how it contributes to every student's learning.
- 6A-2 Develop and deepen the skills necessary to sustaining ongoing and authentic reflection, such as journaling.
- 6A-3 Consider their instructional successes and dilemmas and how to move their practice forward.
- 6A-4 Examine their personal attitudes and biases to understand influences on creating equitable student learning and performance outcomes.
- 6A-5 Think about the personal code of ethics that guides how they teach underserved students, including English learners, students with special needs, and/or students with targeted goals.
- 6A-6 Develop strategies to maintain a positive attitude with students and colleagues and balance the stress of professional and personal responsibilities.

### **Element 6B: Focused Professional Learning**

6B: Teachers extend their expertise in ongoing professional learning related to subject matter content, teaching skills, and different equity perspectives that include race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status.

#### **Element 6B Indicators**

Teachers:

- 6B-1 Use their reflections and feedback to create professional goals that are intellectually challenging and lead from one career stage to the next.

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- 6B-2 Stay current in content knowledge and pedagogy, for example by developing networks, accessing recent research and evidence-based professional literature, and/or pursuing cross-disciplinary experiences.
- 6B-3 Assess the quality of professional learning opportunities and engage in experiences that incorporate relevant, active, and ongoing learning that focuses on every student making progress.
- 6B-4 Establish peer-to-peer learning that capitalizes on observation and feedback to ground areas of improvement for themselves and other educators.
- 6B-5 Deepen their cultural competency and appropriately use approaches and tools to build on students' backgrounds and experiences that affect their learning and well-being.
- 6B-6 Identify sources of professional engagement and renewal that sustain motivation for lifelong learning.

### **Element 6C: Collaboration with Colleagues**

6C: Teachers consult, collaborate, and communicate with others to develop, enhance, and implement a common understanding of promising practices for academic, social, cultural, economic, and legal contexts and integrate their learning into teaching and support practices that meet students' diverse learning needs, interests, and strengths.

#### **Element 6C Indicators**

Teachers:

- 6C-1 Set clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment.
- 6C-2 Commit to making their practice more transparent, such as through inquiry, peer observation, common planning, and experimentation with feedback.
- 6C-3 Remain receptive to the feedback of colleagues, mentors, and supervisors and consider and apply input and contributions to strengthen their teaching effectiveness related to each learner's development.
- 6C-4 Accept responsibility for holding themselves and their peers accountable for upholding professional standards and improving student learning outcomes.
- 6C-5 Co-develop and sustain a common culture that promotes student and professional growth and support.
- 6C-6 Establish communities of practice that target mutually agreed-upon student learning goals and outcomes.
- 6C-7 Connect with peers, administrators, education specialists, paraeducators, and other staff to attend to the diverse learning needs, interests, and strengths of all students.
- 6C-8 Become part of a community of educators that is supported to maintain connection and work-life balance.

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## **Element 6D: Collaboration with Families, Caregivers, and the Broader Community**

6D: As part of a systematic and comprehensive community of learners, teachers promote student success through the alignment of school, family, and community support for a high-quality instructional program and coordinated student support, engagement, and success.

### **Element 6D Indicators**

Teachers:

- 6D-1 Build trusting relationships with families, caregivers, and the broader community — such as with local service agencies, businesses, regional partnerships, institutions of higher education, county offices of education, health providers, and others — that enables the exchange of information affecting all students’ learning and well-being.
- 6D-2 Engage local community members in deepening a shared understanding of the cultures and dynamics of students in their schools.
- 6D-3 Consciously extend their knowledge and skills of how best to interact with various groups and communities.
- 6D-4 Connect and facilitate conversations with families, caregivers, and other stakeholders within the community about how to improve learning and achievement for all students, including English learners, students with special needs, and others identified for additional support.
- 6D-5 Identify and mobilize additional resources from the local community social services, health resources, and businesses to benefit students and their families.
- 6D-6 Advocate for students, caregivers, and community partners to elevate learning and the profession.

## **Element 6E: Ethical and Professional Conduct and Demonstrating Professional Responsibilities**

6E: Teachers promote positive relationships with members of the school community while modeling ethical conduct and maintaining professional boundaries and legal requirements.

### **Element 6E Indicators**

Teachers:

- 6E-1 Contribute to a coherent system of learning and support for all students that connects their own expertise with student, staff, and school priorities linked to district, state, and federal requirements and resources.
- 6E-2 Maintain professional conduct and integrity and interact appropriately with students, families, caregivers, and community members inside and outside of the classroom.
- 6E-3 Understand and comply with relevant laws and policies related to students’ rights and responsibilities and protect the confidentiality of students, staff, and families.

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- 6E-4 Enact professional and legal guidelines, such as mandated reporting, for students' learning, behavior, health, and safety.
- 6E-5 Implement legal requirements and imperatives to make accommodations and modifications for students with special needs and others with targeted goals that address all students' learning requirements.
- 6E-6 Follow and promote the legal, social, and ethical use of technology of all members of the school community.

### **Element 6F: Activating Access and Equity**

6F: Teachers strive to eradicate barriers to student access and opportunity by modeling integrity and fairness that results in the quality experiences necessary for every student to learn and thrive.

#### **Element 6F Indicators**

Teachers:

- 6F-1 Acknowledge their own explicit and implicit biases and learn practices that eliminate biases that disadvantage students based on students' lived experiences or those of their families.
- 6F-2 Identify and address systemic biases that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.
- 6F-3 Commit to making difficult decisions based on relevant evidence and available research in the service of equitable outcomes for students, staff, and the school community.
- 6F-4 Within the classroom, school, district, and community, develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 6F-5 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.

# DRAFT—FOR REVIEW ONLY

## **Element 6G: Professional Growth and Well-being**

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

### Element 6G Indicators

Teachers:

- 6G-1 Actively pursue professional learning and growth opportunities to improve quality of practice or build expertise and experiences to take on leadership roles.
- 6G-2 Perform noninstructional duties in accordance with school and/or district guidelines or other applicable expectations.
- 6G-3 Engage in practices of well-being in order to balance personal lives with the demands of the teaching profession.
- 6G-4 Sustain productive relationships with other school staff to become a visible and valued member of the school and district communities.
- 6G-5 Add to and benefit from the broader knowledge base of the professional community.