



# **CONTINUUM OF TEACHING PRACTICE 2025**

**For the California Standards for the Teaching Profession (CSTP) 2024**

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# Introduction

## Context and History

### ***California Standards for the Teaching Profession (CSTP)***

*The California Standards for the Teaching Profession (CSTP)* are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

The current version of the CSTP (2024) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P–12 student population. Particular attention has been paid to revising language related to literacy, English Learners, early childhood education, special education, social-emotional wellness, and diversity, equity, and inclusion. This updated version of the CSTP also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The CSTP continues to set forth a vision for the teaching profession—one that is sustainable, engaging, and fulfilling for teachers in all stages of their careers.

### ***Continuum of Teaching Practice***

California’s Continuum of Teaching Practice is based on foundational work of the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE) and the New Teacher Center (NTC). The 2025 Continuum of Teaching Practice is aligned with the CSTP, builds on California’s pre-service Teaching Performance Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.

The Continuum of Teaching Practice is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

Since 1992, Teacher Induction Programs in CA – formerly Beginning Teacher Support and Assessment (BTSA) – have used formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle guiding teachers to: Analyze Data and Reflect, Plan Instruction, and Teach and Assess.

A formative assessment system has three essential components: standards, criteria, and evidence of practice. Standards refer to the California Standards for the Teaching Profession (CSTP) and are in alignment with the P–12 academic content standards. Criteria refer to indicators of teaching practice. Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses that support valid self-assessments on the Continuum of Teaching Practice. The Continuum of Teaching Practice is one component of a comprehensive formative assessment system for teachers, based on the California Standards for the Teaching Profession (CSTP).

The Continuum of Teaching Practice is aligned to the 2024 California Standards for the Teaching Profession (CSTP):

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

The Continuum of Teaching Practice is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the Continuum of Teaching Practice may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the Continuum is not designed for use as a stand-alone observation or evaluation instrument.

### ***Rationale and Use***

The Continuum of Teaching Practice was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers

- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

### **Structure and Organization**

The Continuum of Teaching Practice is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do within the six CSTP standards. Additionally, in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, descriptions are outlined for what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that CSTP element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

### **Reading and Self-Assessing on the Continuum**

The process of assessing on the Continuum of Teaching Practice can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided besides the element for the emerging level of practice. Using that evidence as a guidepost continues across the levels of the Continuum noting additional evidence or areas to pursue. Using evidence as a determined for assessing practice. For example, if you are a novice in regard to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the Continuum because any practice described to the left on the Continuum is carried across to those on the right even if not explicitly stated. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the CSTP and Levels 3 and 4 in others, no matter how many years they have been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the Continuum of Teaching Practice in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

## **Descriptions of Developmental Levels**

### **Level 1: Emerging**

- Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.
- Recognizes the importance of building a positive learning environment that is focused on achievement.
- Demonstrates knowledge of teaching as discrete skills as described in the California Standards for the Teaching Professional (CSTP).
- Plans lessons using available curriculum and resources.
- Develops understanding of required assessments and uses of data to inform student progress.
- Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

### **Level 2: Exploring**

- Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.
- Guides the development of a respectful learning environment focused on achievement.
- Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the CSTP.



- Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.
- Explores the use of different types of assessments to expand understanding of student learning needs and support planning.
- Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

### **Level 3: Applying**

- Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.
- Maintains a respectful and supportive learning environment in which all students can achieve.
- Utilizes knowledge of CSTP to make connections between elements of effective instruction, learning goals, assessments, and content standards.
- Plans differentiated instruction using a variety of adjustments and adaptations in lessons.
- Utilizes a variety of assessments that provide targeted data on student learning to guide planning.
- Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

### **Level 4: Integrating**

- Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.
- Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.
- Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the CSTP.
- Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.
- Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.
- Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

**Level 5: Innovating**

- Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
- Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
- Applies in depth knowledge of the CSTP to interconnect effective instruction, learning goals, and assessment within and across content areas.
- Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
- Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
- Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

## Levels of Teacher Development Across the 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.

Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
The teacher collects information about each student to support and activate a learning approach reinforcing their participation, engagement, connection, and sense of belonging.	The teacher explores the use of information about each student to support and activate a learning approach that reinforces their participation, engagement, connection, and sense of belonging.	The teacher applies information about each student to support and activate learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher integrates a variety of information about each student into the supports and learning approaches that strengthen and reinforce their participation, engagement, connection, and sense of belonging.	The teacher designs and implements innovative learning approaches based on analyzing diverse information about every student, maximizing participation, engagement, connection, and a deep 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.

<b>Level 1: Emerging</b>	<b>Level 2: Exploring</b>	<b>Level 3: Applying</b>	<b>Level 4: Integrating</b>	<b>Level 5: Innovating</b>
The teacher creates a safe and caring environment that supports students' learning and is developmentally appropriate.	The teacher uses a variety of approaches to create a safe, inclusive, and caring environment that supports students' learning and affirms identity.	The teacher maintains a safe, caring, and intellectually stimulating environment that supports students' learning and promotes equity and inclusivity.	The teacher consistently maintains, adjusts, and responds to student needs within the learning environment to advance equity, inclusivity, and student agency.	The teacher shares responsibility with students in maintaining a mutually respectful, supportive, and challenging learning environment that empowers students as co-creators and promotes equity on a broad scale.

### **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 engage and challenge students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

<b>Level 1: Emerging</b>	<b>Level 2: Exploring</b>	<b>Level 3: Applying</b>	<b>Level 4: Integrating</b>	<b>Level 5: Innovating</b>
The teacher demonstrates a basic understanding of standards and frameworks and begins to gather and organize resources to support content, processes, and materials.	The teacher begins to explore standards and frameworks to incorporate content, processes, materials, and resources into curricula to engage students in learning.	The teacher consistently addresses standards and frameworks to facilitate learning using culturally and linguistically responsive practices and resources that engage and challenge students to develop academic, linguistic, and social-emotional skills.	The teacher integrates various culturally and linguistically responsive curricula, instructional strategies, assessment methods, and student support systems to foster students' learning, critical thinking, and development.	The teacher extends and innovates the curricula by collaborating with students to incorporate culturally and linguistically sustaining practices, materials, and resources that empower students to become self-directed, competent, and resourceful learners who can thrive in diverse environments.

## **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.

<b>Level 1: Emerging</b>	<b>Level 2: Exploring</b>	<b>Level 3: Applying</b>	<b>Level 4: Integrating</b>	<b>Level 5: Innovating</b>
The teacher demonstrates a basic understanding of the need to set and follow a purposeful direction for instruction and plans learning experiences that foster student development.	The teacher begins to intentionally plan and enact learning activities that build on student strengths and experiences and support students' academic, linguistic, and social-emotional development.	The teacher consistently sets a purposeful direction for instruction and learning activities that build on student strengths with accessible, challenging, and relevant learning experiences that foster each student's academic, linguistic, and social-emotional development.	The teacher monitors and adjusts instruction and assessment methods to create a comprehensive, accessible learning environment where students are challenged with relevant experiences that support and promote their academic, linguistic, and social-emotional growth.	The teacher refines and extends the learning experience by incorporating student-centered practices, materials, and resources that empower students to become self-directed learners who set purposeful goals and pursue challenging and relevant learning experiences that foster their academic, linguistic, 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 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.

<b>Level 1: Emerging</b>	<b>Level 2: Exploring</b>	<b>Level 3: Applying</b>	<b>Level 4: Integrating</b>	<b>Level 5: Innovating</b>
The teacher develops routines utilizing limited assessment strategies that provide insight into students' skills, interests, and learning needs to inform instruction.	The teacher employs diverse formative and summative assessments to understand student progress and interests, using this data to guide instruction and improve learning outcomes, though the impact is still developing.	The teacher employs diverse, equitable assessment methods, uses data to tailor instruction, encourages students in self-evaluation, collaborates with colleagues to support all learners, and maintains comprehensive progress records.	The teacher integrates multiple assessment measures, engages students in self-assessment, and collaborates with colleagues to analyze data and improve equitable learning outcomes.	The teacher collaborates in schoolwide assessment and data practices, advocates for equity and cultural responsiveness, models effective strategies, and partners with interest holders to promote student growth and continuous improvement while empowering families as data partners.

## 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.

Level 1: Emerging	Level 2: Exploring	Level 3: Applying	Level 4: Integrating	Level 5: Innovating
The teacher demonstrates awareness of professional reflection, participates in growth activities, complies with standards, and has an emerging understanding of equity and positive learning environments.	The teacher integrates professional learning into practice, fosters a collaborative environment, responds to feedback, and prepares for leadership roles to enhance student learning.	The teacher actively implements professional learning, sets goals, models reflection, and individualizes instruction to improve teaching effectiveness and to meet student needs.	The teacher models professionalism, promotes equity and compliance, integrates research to improve outcomes, balances self-care with professional growth, and contributes positively to the professional community while supporting others' development.	The teacher models reflective practice, ethical behavior, and continuous growth. The teacher leads equity initiative collaboration and professional development. The teacher advocates for students' needs and rights. The teacher supports colleagues in improving their practices and leveraging diverse expertise to enhance student learning and well-being.



# **Continuum of Teaching Practice**

## 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>1A: Focus on Students</p> <p>Evidence:</p>	<p>The teacher begins incorporating basic knowledge of students' backgrounds into lesson planning.</p> <p>The teacher's efforts to engage students through their identities are intermittent and focused at the group level.</p>	<p>The teacher increasingly seeks information about students' cultural, linguistic, and personal backgrounds to inform planning and create more relevant learning experiences supporting individualized and equitable participation.</p>	<p>The teacher consistently uses detailed knowledge of each student's assets and needs to design culturally and linguistically responsive and identity-affirming learning experiences.</p> <p>The teacher utilizes a variety of evidence-based approaches to plan and implement student-centered learning experiences and support systems for student access and active participation.</p>	<p>The teacher integrates comprehensive insights about students into all aspects of curriculum development.</p> <p>The teacher creates learning opportunities that reflect and actively explore student identities to increase intrinsic motivation.</p> <p>The teacher creates a classroom community where each student has choices and experiences active and equitable participation in learning and success.</p>	<p>The teacher plans and implements advanced, research-based approaches that affirm students' identity.</p> <p>The teacher creates, implements and sustains curricular innovations that center student identities and strengthen each student's intrinsic motivation.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	<p>Students show limited engagement with content reflecting their identities.</p> <p>Some students actively participate in whole-group lessons.</p>	Students increasingly connect and actively engage with content that resonates with their experiences and identities.	<p>Students regularly engage with learning materials that reflect and celebrate their diverse identities, increasing active participation for every student.</p> <p>Students utilize available supports when necessary.</p>	<p>Students consistently relate learning to their identities and cultural backgrounds.</p> <p>Students make choices that guide their learning, and all students actively participate.</p>	<p>Students recognize and utilize their diversity as an asset to explore and apply new knowledge meaningfully.</p> <p>Students independently manage and initiate their use of accommodations.</p>

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>1B: Focus on Students</p> <p>Evidence:</p>	<p>The teacher learns about students' assets and needs through documents provided by the school and district assessments.</p>	<p>The teacher elicits information from students about their interests and identities.</p> <p>The teacher recognizes each student's cultural, linguistic, and social-emotional assets and needs.</p> <p>The teacher solicits additional information from educational partners, including caregivers and service providers.</p>	<p>The teacher regularly collects formal and informal student data to create learning opportunities that draw on students' interests, experiences, culture, and linguistic assets to support active engagement for every student.</p>	<p>The teacher consistently integrates student voice, feedback, and cultural assets into all aspects of learning and uses evidence-based engagement strategies that leverage students' assets and addresses their diverse needs.</p>	<p>The teacher designs engagement methods that support culturally and linguistically sustaining teaching based on the comprehensive knowledge of every student.</p> <p>The teacher effectively addresses complex social-emotional needs through innovative practices.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students occasionally participate in classroom activities that reflect aspects of their identities.	<p>Students share details about their unique backgrounds, cultures, experiences, and talents.</p> <p>Students have opportunities to express their interests, hobbies, passions, and motivations.</p>	<p>Students experience an asset-based approach where the teacher identifies and builds upon their unique talents.</p> <p>Students engage in learning opportunities based on their specific needs.</p>	<p>Students actively participate in learning, using cultural and linguistic strengths to enhance their educational experience.</p> <p>Students actively elicit and respond to feedback.</p>	Students are resilient and take ownership of learning, using their identities as springboards for exploring and applying knowledge in meaningful ways.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<b>1C: Student Backgrounds and Family Engagement</b>  Evidence:	The teacher recognizes and leverages family insights to enrich student learning experiences.	The teacher enhances engagement strategies to effectively utilize families' diverse economic, social, and cultural backgrounds.	The teacher consistently engages families with a deep understanding of their diverse contexts, enhancing educational support tailored to each student.	The teacher establishes strong partnerships with families, effectively integrating their unique cultural and community contexts into supportive educational strategies.	The teacher leads in developing transformative engagement practices that holistically incorporate family and community strengths into school culture and learning strategies.
Evidence Continued	Students occasionally demonstrate increased curiosity and engagement when their familial and cultural backgrounds are incorporated into learning.	Students display increased confidence and participation in class activities that reflect their familial and cultural values.	Students consistently show increased engagement and resilience, actively participating and feeling supported in their educational journey.	Students thrive, showing significant gains in confidence, academic performance, and self-advocacy, reflecting the robust support from family–school partnerships.	Students excel in and lead various aspects of school life, demonstrating advanced academic and social skills fostered by comprehensive 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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
1D: Diversity and Equity  Evidence:	<p>The teacher acknowledges the need to incorporate elements of students’ diverse backgrounds and identities in lesson planning and interactions.</p> <p>The teacher seeks opportunities to establish positive relationships.</p>	<p>The teacher actively seeks to understand students’ diverse experiences, assets, and needs, incorporating these insights into teaching practices and establishing and maintaining positive relationships with each student.</p>	<p>The teacher purposefully integrates students’ unique cultural and linguistic experiences into teaching practices.</p> <p>The teacher uses evidence-based strategies to ensure equitable access and positive outcomes for each student.</p> <p>The teacher recognizes their own explicit and implicit biases.</p>	<p>The teacher deepens culturally and linguistically responsive teaching methods that respect and utilize students’ diverse backgrounds, strengths, and needs, promoting an inclusive and affirming classroom culture.</p> <p>The teacher implements strategies and tools to counter personal biases and inequitable practices.</p>	<p>The teacher leads in developing and implementing innovative, culturally and linguistically sustaining teaching strategies that set a standard for inclusive education practices.</p> <p>The teacher utilizes practices that are consistent with evidence-based principles that intentionally cultivate equitable access.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	<p>Students may participate in lessons that consider their background.</p> <p>Some students engage in positive interactions with the teacher and peers.</p>	<p>Students increasingly see their identities and experiences reflected in classroom practices, enhancing their engagement and sense of belonging.</p> <p>Students engage regularly in positive interactions with the teacher and peers.</p>	<p>Students consistently engage in classroom activities that show respect and understanding for their diverse backgrounds.</p> <p>Students contribute to and benefit from an inclusive learning environment.</p>	<p>Students engage in classroom activities using their diverse strengths to enrich the learning community.</p> <p>Students take leadership roles in fostering mutual respect and affirmation of diversity among peers.</p>	<p>Students actively co-create an inclusive learning community where each student's unique experiences are seen and used as educational assets.</p> <p>Students are advocates for equity, promoting inclusivity inside and outside the classroom.</p>

**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.**

- 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 disabilities 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	Emerging	Exploring	Applying	Integrating	Innovating
2A: Learning Environment  Evidence:	The teacher recognizes their role in creating an inclusive learning environment and implements basic safety and respect norms.	The teacher takes ownership in building a safe, equitable, and mutually respectful learning environment.  The teacher models, teaches, and practices skills to support the development of positive student interactions.	The teacher anticipates and reduces risks to physical, intellectual, and emotional safety.  The teacher creates and facilitates opportunities for constructive interactions with and among students in an inclusive learning environment.	The teacher nurtures students' capacities by co-creating a physically, intellectually, and emotionally safe learning environment.  The teacher fosters the intellectual and emotional safety of all students by monitoring their language and behavior.	The teacher shares responsibility with the students for maintaining a mutually respectful, supportive, and challenging learning environment that results in each student's academic and social-emotional growth.

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence continued:	Students have awareness of safety procedures and understand the rationale for maintaining safety in school and the learning environment.	Students consistently follow established norms and procedures.  Students engage in positive interactions with their peers.	Students support peers, take risks, and respectfully share alternative perspectives that result in each student's academic and social-emotional growth.	Students actively contribute to an inclusive classroom culture, demonstrate understanding and value of diverse identities, and display perseverance and resilience while regularly aligning their actions to promote the intellectual and emotional safety of others.	Students actively contribute to an inclusive classroom culture, demonstrate understanding and value of diverse identities, and display perseverance and resilience while regularly aligning their actions to promote the intellectual and emotional safety of others.

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

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>2B: Student Behavior</p> <p>Evidence:</p>	<p>The teacher begins to use knowledge of students' backgrounds to establish high expectations, norms, and procedures for individual and group behavior.</p>	<p>The teacher co-creates developmentally appropriate norms, procedures, and supports for respectful individual and group conduct.</p> <p>The teacher recognizes the underlying causes of behavior, including social-emotional needs.</p>	<p>The teacher models and reinforces evidence-based practices that include norms, procedures, and supports for respectful individual and group conduct and reflect the cultural values of the school community.</p> <p>The teacher employs culturally and linguistically responsive practices that reflect, affirm, and respect diversity to support students' sense of belonging and well-being.</p>	<p>The teacher implements evidence-based practices to respond to student behavior in an instructive and restorative manner. The teacher reflects an understanding of the social-emotional and developmental needs of students.</p> <p>The teacher facilitates productive interactions to create a climate where students take responsibility for their own and each other's well-being.</p>	<p>The teacher leads and sustains a system of collective responsibility that ensures students take an active role in upholding and promoting positive behavioral norms for themselves and the group.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students have an awareness of behavioral expectations for themselves and the group.	<p>Students provide input on classroom norms and align actions to agreed-upon norms.</p> <p>Students respond to individual behavioral expectations and provide information regarding their needs.</p>	<p>Students demonstrate respectful interactions with their teacher and peers.</p> <p>Students increase positive behavior based on social-emotional supports.</p>	Students demonstrate the skills necessary to meet behavioral standards. Students take responsibility for their own and their own and each other's well-being.	Students demonstrate ownership by self-regulating their actions and supporting peers in meeting shared standards of 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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>2C: Organizational and Resource Management</p> <p>Evidence:</p>	<p>The teacher organizes time, materials, and space, focusing on fundamental health and safety procedures.</p> <p>The teacher addresses the basics of accessibility in digital and physical spaces.</p>	<p>The teacher develops strategies for resource organization across the classroom, improving support for in-person and remote learning.</p> <p>The teacher makes learning environments accessible and safe for all students.</p>	<p>The teacher manages all resources and coordinates logistics, including classroom schedules and support personnel, to ensure a safe, productive, and accessible learning environment for all students.</p>	<p>The teacher optimizes time, materials, and space, ensuring accessibility and safety.</p> <p>The teacher creates inclusive environments that support all students, accommodate students with exceptional needs, and are conducive to student interactions.</p>	<p>The teacher leads innovative practices in managing resources and logistics.</p> <p>The teacher develops solutions to enhance learning conditions for all students, including those with exceptional needs.</p>
Evidence Continued	<p>Students utilize the provided resources, follow safety procedures, and engage with the learning environment's initial setup.</p>	<p>Students contribute to the organization of their learning space, provide feedback on accessibility needs, and take part in safety practices.</p>	<p>Students consistently utilize and navigate the learning space effectively, practicing safety and accessibility protocols across learning settings.</p>	<p>Students actively maintain a safe and accessible learning environment, utilizing resources efficiently and supporting peers in collaborative learning settings.</p>	<p>Students self-advocate and co-develop solutions to ensure inclusivity.</p> <p>Students contribute to enhancing the design of learning environments and interactions.</p>

**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.**

- 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 disabilities and to meet legal requirements.

Element	Emerging	Exploring	Applying	Integrating	Innovating
2D: Inclusive Environment  Evidence:	The teacher begins to understand the value of identifying and incorporating students' assets, prior learning, and cultural backgrounds into classroom activities.	<p>The teacher enhances their use of students' diverse cultural backgrounds, abilities, and assets by integrating these elements into learning activities.</p> <p>The teacher develops opportunities for students to practice social-emotional skills in developmentally appropriate ways.</p>	<p>The teacher consistently implements learning experiences that leverage students’ diverse cultures, abilities, and assets.</p> <p>The teacher fosters an environment where students can reflect on, cultivate, and practice social-emotional skills.</p>	<p>The teacher anticipates variability and tailors learning opportunities to each student’s unique assets, ensuring those experiences are accessible and challenging.</p> <p>The teacher supports students in expressing thoughtful and respectful feedback.</p>	<p>The teacher leads innovative practices that integrate student diversity, facilitating experiences that are culturally and linguistically sustaining.</p> <p>The teacher co-creates, develops, and sustains opportunities that showcase and utilize student assets.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students share their personal and cultural backgrounds.	Students actively engage in learning activities that are informed and enriched by their diverse cultural backgrounds and personal abilities,  Students occasionally practice social-emotional skills during peer activities.	Students utilize their diverse assets and experiences to enrich their learning, consistently engaging in learning activities and interactions, promoting social-emotional growth.	Students actively participate in accessible and challenging learning activities.  Students actively provide and receive thoughtful and respectful feedback, fostering a collaborative and inclusive learning environment	Students regularly contribute to learning experiences honoring their and classmates' cultural and linguistic diversity.  Students co-create and engage in opportunities that showcase their unique assets, enhancing the learning environment for themselves and their peers.

**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.**

- 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 engage and challenge students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element	Emerging	Exploring	Applying	Integrating	Innovating
3A: Knowledge of Subject Matter and Pedagogy  Evidence:	The teacher demonstrates a basic understanding of content standards, curricular frameworks, and students' academic, social-emotional, and language development.	The teacher identifies key concepts, themes, and relationships within standards while learning about students' strengths to foster their academic, social-emotional, and language development.	The teacher consistently identifies, organizes, and teaches key concepts while actively learning about students' assets to intentionally promote social-emotional and language development.	The teacher combines various instructional strategies, assessments, and student support systems to teach key concepts, underlying themes, and relationships that foster holistic student development.	The teacher thoughtfully implements instructional strategies, assessments, student support systems, and structures.  The teacher seeks feedback to foster diverse perspectives and relationships, enhancing student learning.



Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students respond to the content as directed by the teacher.	Students demonstrate content, language, and social-emotional knowledge and skills as directed by the teacher.	Students become self-directed learners who make meaningful connections and apply their knowledge and skills to real-world situations.	Students recognize and use their strengths to create meaningful interdisciplinary connections, applying their knowledge and skills to real-world contexts.	Students intentionally and systematically utilize their strengths and those of their peers to promote learning and social-emotional and language development

**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.**

- 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, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element	Emerging	Exploring	Applying	Integrating	Innovating
<b>3B: Connecting Subject Matter to Real World Contexts</b>  Evidence:	The teacher demonstrates a basic understanding of involving students in real-world applications and utilizing their unique backgrounds, perspectives, and identities.	The teacher incorporates real-world applications and students' backgrounds, perspectives, and identities into learning experiences.	The teacher consistently involves students in real-world applications.  The teacher leverages their diverse backgrounds, perspectives, and identities to ensure authentic, relevant, and meaningful learning experiences.	The teacher combines culturally and linguistically responsive practices to involve students in real-world applications, leveraging their diverse backgrounds, perspectives, and identities for an enriched learning experience.	The teacher enhances and innovates the learning experience by incorporating culturally and linguistically sustaining practices to involve students in authentic, real-world applications.
Evidence Continued	Students respond to teacher-directed questions about the content and their personal experiences.	Students respond to teacher-directed questions about their interests and experiences, establishing connections between their experiences and the content.	Students sometimes link their identities and experiences to the content.	Students play an active role in the direction and application of their learning by connecting their experiences and identities to the content.	Students initiate an active role in the direction and application of their learning in collaboration with peers, connecting their collective experiences and identities to the content.

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

- 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	Emerging	Exploring	Applying	Integrating	Innovating
3C: Curriculum and Resources for Specific Students and Student Groups  Evidence:	The teacher demonstrates a basic understanding of the diverse range of learners, including their strengths, assets, and needs.	The teacher sometimes uses instruction and resources to address the assets, strengths, and needs of student groups in single lessons.	The teacher consistently tailors instruction and resources to address the unique assets, strengths, and needs of student groups, including those with more complex requirements, fostering the growth of each student.	The teacher creates a cohesive learning environment that provides equitable access to content and resources for all learners, addressing their strengths, assets, and needs to promote holistic growth.	The teacher enhances the learning experience by incorporating inclusive practices, materials, and resources involving each student so they develop into self-directed learners who access and engage with curriculum and peers.

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students may participate in discussions and activities with teacher prompting.	Students begin to engage in discussions and activities with varying levels of involvement, relying on teacher support and guidance and starting to build a sense of belonging in the classroom.  Students somewhat acknowledge each other's identities and backgrounds.	Students engage in discussions and activities with moderate teacher support and guidance while interacting with diverse perspectives.	Students consistently engage in discussions and activities with limited teacher support and guidance while promoting inclusivity.	Students initiate discussions and activities, serve as role models for fostering inclusive interactions, and collaborate to create a cohesive learning community.

**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.**

- 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 disabilities.
- 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, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element	Emerging	Exploring	Applying	Integrating	Innovating
3D: Content and Skills across Subjects  Evidence:	The teacher demonstrates a basic understanding of enabling students to apply knowledge and skills across content areas.	The teacher utilizes learning experiences that enable students to apply knowledge and skills across different subjects to identify issues and solutions.	The teacher consistently elevates learning experiences with targeted support for students to apply knowledge and skills across content areas, engage with the subject matter, and think critically across disciplines to solve problems.	The teacher fosters a learning environment where real-world problems and new learning extend student critical thinking through reflection and collaborative problem-solving.	The teacher cultivates learning experiences beyond traditional methods, providing students with the resources to identify and solve complex issues, resulting in dynamic learning environments that foster creativity, innovation, and interdisciplinary understanding.

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students may demonstrate foundational skills in problem-solving and collaboration across content areas.	Students demonstrate some ability to make connections, consider problems from multiple perspectives, collaborate with peers, and explore new concepts.	Students demonstrate critical thinking by applying knowledge, transferring learning between subjects, approaching problems from multiple perspectives, and collaborating with peers.	Students demonstrate critical thinking by analyzing subject matter, connecting subjects, and collaboratively devising solutions to complex problems.	Students demonstrate critical thinking and use interdisciplinary problem-solving to generate new ideas to solve complex, real-world problems.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<b>3E: Curriculum Materials and Resources</b>  Evidence:	The teacher demonstrates a basic understanding of using standards-aligned instructional materials and evidence-based resources accessible to some students.	The teacher uses instructional resources that consider the range of learners to enhance accessibility.	The teacher consistently chooses, utilizes, and modifies standards-aligned instructional resources responsive to students' cultural and linguistic backgrounds and social-emotional needs.	The teacher combines a range of standards-aligned instructional resources to promote a cohesive and inclusive learning environment responsive to each student's cultural, linguistic, and social-emotional learning needs.	The teacher advances the learning experience by integrating culturally and linguistically sustaining practices and resources that foster self-directed learners who can effectively utilize diverse resources to meet their content, linguistic, and social-emotional learning needs.
Evidence Continued	Blank by design.	Students use instructional materials and begin to make connections between instructional resources and learning outcomes.	Students make connections between instructional resources, their social-emotional learning, and goals to meet learning outcomes.	Students make connections to their backgrounds, achieve the learning outcomes, and utilize the instructional resources to address their content, linguistic, and social-emotional learning needs.	Students are self-directed learners who utilize instructional resources to meet their content, linguistic, and social-emotional learning needs.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<b>4A: Planning Instruction for Student Learning</b>  <b>Evidence:</b>	The teacher understands the necessity to tailor instructional plans according to student goals, curriculum, evidence-based strategies, materials, resources, and student diversity.	The teacher sometimes uses students’ backgrounds and experiences when planning lessons, utilizing appropriate resources and strategies.	The teacher consistently leverages students’ diverse backgrounds, prior knowledge, and individual experiences to craft instructional plans tailored to their strengths, assets, and learning needs.	The teacher combines instructional strategies, assessment methods, and student support systems to develop a thorough instructional plan rooted in students’ goals, strengths, assets, and learning needs.	The teacher advances instructional planning by incorporating student-centered practices, materials, and resources, fostering continuous improvement in support of each student’s 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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
4B: Designing and Developing Instruction for Student Learning  Evidence:	The teacher plans individual lessons, selecting instructional practices and curricular resources suitable for the grade or subject matter.	The teacher employs instructional practices and curricular resources to meet the needs of diverse students.	The teacher consistently leverages a range of culturally and linguistically responsive instructional practices and curricular resources in ongoing planning and learning experiences for each student.	The teacher combines and refines a wide array of culturally and linguistically responsive instructional practices and curricular resources into ongoing planning to leverage each student's strengths, assets, and backgrounds.	The teacher expands, synthesizes, and designs culturally and linguistically sustaining instructional practices and curricular resources to foster student-centered learning experiences.

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

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>4C: Facilitating Instruction for Student Learning</p> <p>Evidence</p>	The teacher understands the need to use instructional strategies that build on students' knowledge and skills to advance their learning.	The teacher sometimes employs instructional strategies that build on students' knowledge and skills.	The teacher employs a range of culturally and linguistically responsive strategies to monitor and adjust instruction in response to students' knowledge, skills, well-being, and success.	The teacher uses a combination of culturally and linguistically responsive strategies and assessments to monitor and adjust to students' demonstrated learning strengths, assets, and needs.	The teacher enhances the learning experience by incorporating culturally and linguistically sustaining student-centered practices, materials, and resources that are engaging and provide a variety of ways for students to demonstrate their learning.
Evidence Continued	Students know the learning objectives and make partial connections to the learning materials.	Students understand the learning objectives and may connect the learning materials to their experiences.	Students connect the new learning with their goals, recognizing their strengths, assets, and areas for growth.	Students consistently establish connections between the learning objectives, activities, materials, and their authentic application of the new learning.	Students are self-directed learners who actively shape their instructional experiences and that of their peers based on learning objectives, personal goals, strengths, and assets.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
4D: Adapting Instruction for Student Learning  Evidence:	The teacher plans learning activities that address students’ assets, strengths, and needs.	The teacher employs instructional practices that are modified and scaffolded to leverage students’ assets and strengths and meet their needs.	The teacher consistently reflects on instructional practices and adapts the levels of support to address students’ assets, strengths, and needs effectively.	The teacher combines various instructional strategies and assessment methods to inform targeted support to meet the students’ assets, strengths, and needs.	The teacher extends the learning experience by incorporating flexible and inclusive pathways, processes, and interventions that maximize student engagement.

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Students depend on the teacher to respond to the curriculum and may demonstrate knowledge of the learning goals.	Students may engage with the curriculum, demonstrating an understanding of learning goals and ask for help when encountering learning obstacles.	Students begin to share responsibility with the teacher and their peers to select and implement learned strategies to demonstrate progress toward learning goals.	Students share responsibility with the teacher and their peers to leverage their identities, strengths, interests, and assets to select and implement strategies to demonstrate progress in short- and long-term learning goals.	Students are self-directed learners who actively shape their instructional experiences and that of their peers based on learning objectives, personal goals, strengths, and assets.

**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.**

- 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 disabilities, students with Individualized Education Programs (IEPs), 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	Emerging	Exploring	Applying	Integrating	Innovating
5A: Understanding and Using Assessments  Evidence:	The teacher develops basic knowledge of assessment types, administers required assessments, and provides feedback to students.	The teacher expands the use of performance tasks, aligns assessments to learning outcomes, and informally assesses academic and social–emotional skills.	The teacher uses multiple aligned methods to assess individual and group learning, incorporates student self-assessment, and selects bias-free, equitable, and culturally and linguistically responsive assessments.	The teacher strategically designs assessments for comprehensive data, empowers student self-assessment, and consistently selects equitable and unbiased assessments responsive to all students' needs.	The teacher collaborates in schoolwide assessment design and refinement.  The teacher implements innovative strategies for deeper insights.  The teacher models effective use of self-assessment and student agency.  The teacher advocates for bias-free, equitable, and culturally and linguistically responsive assessments.

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Blank by design.	Students receive information on knowledge, skills, abilities, and interests.	Students self-assess using supports.  Students have options to demonstrate understanding.	Students skillfully self-assess and demonstrate learning in diverse ways.	Students are empowered to be partners in assessment.  Students have a voice and choice in innovative assessment methods.  Students engage in highly effective self-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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
5B: Interpreting and Using Assessment Data to Inform Student Learning  Evidence:	<p>The teacher checks for understanding, makes basic adjustments, and follows established grading practices.</p> <p>The teacher provides student feedback based on understanding checks.</p>	The teacher systematically checks for understanding, explores equitable grading practices, uses data to differentiate instruction, and explores the use of technology for progress monitoring.	The teacher uses multiple data sources to differentiate instruction, implements equitable grading and reporting practices, develops culturally and linguistically responsive learning plans, and uses technology to monitor student progress.	The teacher integrates varied data for targeted learning experiences, collaborates with colleagues on equitable grading and differentiated learning plans, and leverages technology for enhanced monitoring of student progress.	The teacher collaborates in schoolwide data analysis for equitable planning, advocates for culturally and linguistically responsive grading and reporting practices, models data-driven, differentiated planning, and strategically leverages technology for monitoring student progress.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>5C: Communication of Assessment Data</p> <p>Evidence:</p>	<p>The teacher involves students in basic goal-setting, discusses assessments with students, and shares results with families and guardians.</p> <p>The teacher complies with data-sharing laws and policies.</p>	<p>The teacher explores student self-assessment and goal-setting. The teacher facilitates conversations about strengths and opportunities for growth with students, families, and guardians.</p> <p>The teacher collaborates with specialists and peers to interpret results for diverse learners.</p> <p>The teacher complies with data-sharing laws and policies.</p>	<p>The teacher involves students in self-assessment and goal-setting, provides options to revise work and demonstrate growth, engages students in understanding assessment results, and communicates regularly with families and guardians.</p> <p>The teacher works with specialists and peers to support all learners.</p> <p>The teacher complies with data-sharing laws and policies.</p>	<p>The teacher empowers students to own their learning through self-assessment and goal-setting.</p> <p>The teacher facilitates students' deep understanding of assessment data and its impact.</p> <p>The teacher collaborates extensively with specialists, peers, families, and guardians.</p> <p>The teacher complies with data-sharing laws and policies.</p>	<p>The teacher collaborates in schoolwide efforts in student-driven assessment, employs effective strategies to communicate results, and builds strong partnerships with specialists, peers, families, and guardians to support student growth.</p> <p>The teacher advocates for the ethical use of data.</p>

Element	Emerging	Exploring	Applying	Integrating	Innovating
Evidence Continued	Blank by design	Students begin self-assessment, identifying strengths and opportunities for growth, and setting goals.	Students consistently self-assess, set goals, and demonstrate growth.	Students partner with their teacher to identify their learning needs based on assessment data.	Students communicate the meaning of their assessment results with their teachers, families, and guardians.

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
5D: Assessment for Continuous Improvement  Evidence:	The teacher utilizes basic methods to collect and analyze progress data to guide curricular choices.	The teacher employs a variety of methods, including digital tools, to collect and analyze progress data and feedback to monitor and improve learning.	The teacher leverages a variety of methods and data sources to construct comprehensive records of student progress.  The teacher collaborates with other professionals to analyze data to promote equitable outcomes.	The teacher collaborates with other professionals to create balanced, equitable assessment systems and engage in comprehensive data analysis to address learning needs and guide the allocation of resources.  The teacher leverages digital tools to monitor and report progress to leaders, families, and guardians.	The teacher promotes a schoolwide data culture of continuous improvement.  The teacher advocates alongside families and guardians for equity-focused refinements to the instructional program based on assessment data.  The teacher empowers families and guardians to be data partners.

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

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<b>6A: Reflection on Practice</b>  Evidence:	The teacher understands the importance of reflection on teaching practice and their social-emotional competencies and is developing skills for ongoing reflection.	The teacher reflects on practice and competencies, identifying strengths and areas for growth.  The teacher considers their impact on student learning.	The teacher consistently reflects on practice, social-emotional competencies, and impact on each student's learning and well-being.  The teacher analyzes successes and challenges to determine next steps.  The teacher examines personal attitudes and biases.	The teacher engages in ongoing, in-depth reflection to improve practice and effectiveness.  The teacher carefully examines how their biases influence student outcomes.  The teacher reflects on personal ethics related to underserved students.	The teacher models highly effective, consistent reflective practice, supports colleagues in developing reflective skills, leads efforts to examine and address biases, and exemplifies a strong personal code of ethics to guide equitable teaching.

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

- 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	Emerging	Exploring	Applying	Integrating	Innovating
6B: Focused Professional Learning  Evidence	The teacher uses the CSTP to set basic professional goals based on limited reflection and feedback. The teacher participates in required professional learning.	<p>The teacher uses the CSTP, reflection, and feedback to create relevant professional goals.</p> <p>The teacher engages in professional learning focused on evidence-based content and pedagogy.</p>	<p>The teacher uses the CSTP and feedback to set challenging goals aligned with continuous growth needs.</p> <p>The teacher chooses active, ongoing learning experiences that support progress for every student and begins collaborative learning among peers.</p>	<p>The teacher uses the CSTP, reflection, and feedback to set strategic goals for improvement.</p> <p>The teacher engages in targeted peer observation and feedback.</p> <p>The teacher pursues professional learning to deepen cultural and linguistic responsiveness and anti-bias capabilities.</p>	<p>The teacher models continuous growth and strategic goal-setting using the CSTP.</p> <p>The teacher helps shape professional learning offerings to meet student needs.</p> <p>The teacher consistently applies culturally and linguistically sustaining practices and anti-bias approaches.</p> <p>The teacher leads peer learning initiatives.</p>

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
6C: Collaboration with Colleagues  Evidence:	The teacher engages in limited collaboration with colleagues and infrequently seeks out or applies feedback.	<p>The teacher works with colleagues to begin sharing practices in a safe environment.</p> <p>The teacher is open to receiving and applying feedback from others.</p>	<p>The teacher proactively collaborates to share effective practices.</p> <p>The teacher invites and acts on feedback.</p> <p>The teacher takes responsibility for upholding standards and improving student outcomes.</p> <p>The teacher co-develops communities of practice.</p>	<p>The teacher facilitates highly effective communities of practice focused on agreed-upon student learning goals.</p> <p>The teacher consistently interacts with a range of staff to develop expertise in diverse learning needs.</p>	<p>The teacher builds a strong culture of collaboration, sharing practices, and collective responsibility for student learning.</p> <p>The teacher leads interactions with a range of staff to leverage diverse expertise.</p>

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>6D: Collaboration with Families, Guardians, and the Community</p> <p>Evidence:</p>	The teacher listens to families, guardians, and community partners.	The teacher learns about community assets and needs and begins identifying support services with families and partners.	<p>The teacher consistently engages with families, guardians, and partners to understand assets and needs.</p> <p>The teacher supports coordinating services, learning experiences, and enrichment opportunities.</p> <p>The teacher supports school, family, and community partnerships.</p>	<p>The teacher facilitates regular, in-depth collaboration with a range of educational partners.</p> <p>The teacher aligns in-school and out-of-school services and enrichment.</p> <p>The teacher participates in developing meaningful, specialized learning plans.</p>	<p>The teacher establishes systems for ongoing community engagement and coordination.</p> <p>The teacher ensures learning plans incorporate insights from all relevant experts.</p> <p>The teacher advocates for resources and partnerships to support student growth and well-being.</p>

**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.**

- 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, Individualized Education Programs (IEPs), 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>6E: Ethical Conduct and Professional Responsibilities</p> <p>Evidence:</p>	<p>The teacher performs duties as directed.</p> <p>The teacher interacts respectfully with students and adults.</p> <p>The teacher learns and complies with laws protecting student rights and safety, including the legal and ethical use of technology.</p>	<p>The teacher performs all required duties.</p> <p>The teacher interacts respectfully and supportively with the school community.</p> <p>The teacher complies with laws protecting student rights and safety, including the legal and ethical use of technology.</p>	<p>The teacher proficiently performs duties.</p> <p>The teacher consistently demonstrates respectful interactions.</p> <p>The teacher collaboratively implements individualized accommodations and modifications.</p> <p>The teacher complies with laws protecting student rights and safety, including the legal and ethical use of technology.</p>	<p>The teacher models ethical behavior, integrity, and professionalism in all interactions.</p> <p>The teacher models the implementation of accommodations and modifications.</p> <p>The teacher proactively supports others in understanding and adhering to laws, policies, and responsibilities, including the legal and ethical use of technology.</p>	<p>The teacher supports others to demonstrate the highest ethics, integrity, and professionalism standards.</p> <p>The teacher supports others to personalize accommodations and modifications.</p> <p>The teacher advocates for students' rights and needs.</p> <p>The teacher collaborates to strengthen policies and practices, including legal and ethical use of technology.</p>

**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.**

- 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 disabilities 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>6F: Activating Access and Equity</p> <p>Evidence:</p>	<p>The teacher acknowledges personal biases and recognizes some systemic barriers.</p> <p>The teacher reflects on student data to promote equitable outcomes.</p> <p>The teacher understands the need for a climate of trust, respect, and honest communication to make decisions for students.</p>	<p>The teacher begins to address personal biases as barriers to equity and access.</p> <p>The teacher uses student data and current research to promote equitable outcomes.</p> <p>The teacher establishes a climate of trust, respect, and honest communication to make decisions for students.</p>	<p>The teacher engages in practices to minimize personal and systemic biases as barriers to equity and access.</p> <p>The teacher applies student data and current research to promote equitable outcomes.</p> <p>The teacher sustains a climate of trust, respect, and honest communication to make decisions for students.</p>	<p>The teacher consistently works to eliminate personal and systemic biases.</p> <p>The teacher collaborates with others to address barriers to equity and access.</p> <p>The teacher reinforces a climate of trust by modeling honest communication to make fair, equitable decisions.</p> <p>Collaborates with others to integrate research to promote equitable outcomes.</p>	<p>The teacher collaboratively addresses and eliminates educational disadvantages and discrimination with a focus on equity.</p> <p>The teacher integrates research to promote equitable student outcomes.</p> <p>The teacher builds strong partnerships to address systemic barriers and create structures for equity in the classroom.</p>

**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.**

- 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	Emerging	Exploring	Applying	Integrating	Innovating
<p>6G: Personal Growth and Well-Being</p> <p>Evidence:</p>	<p>The teacher is aware of the need for basic self-care practices.</p> <p>The teacher participates in professional learning.</p> <p>The teacher establishes relationships with school staff members.</p>	<p>The teacher engages in intermittent self-care to manage stress and well-being.</p> <p>The teacher participates in professional learning aligned with learning goals.</p> <p>The teacher builds positive relationships with school staff members.</p> <p>The teacher begins to utilize the knowledge base of the professional community.</p>	<p>The teacher utilizes self-care practices to manage stress and well-being.</p> <p>The teacher selects professional learning to enhance teaching practice.</p> <p>The teacher cultivates staff relationships and actively engages with the professional community.</p>	<p>The teacher consistently balances self-care with professional demands.</p> <p>The teacher actively pursues professional learning to continually improve practice and leadership skills.</p> <p>The teacher models productive staff relationships and contributes to the knowledge base of the professional community.</p>	<p>The teacher models effective self-care and work-life balance.</p> <p>The teacher models a growth mindset by pursuing leadership roles and responsibilities.</p> <p>The teacher collaboratively maintains a positive, resilient staff culture.</p> <p>The teacher advances the knowledge of the profession through educational leadership.</p>

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

- 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.

## **2025 Continuum of Teaching Practice Workgroup Members**

The 2025 Continuum of Teaching Practice workgroup is a subset of the workgroup members for the 2024 California Standards for the Teaching Profession Workgroup, who were identified by key constituent groups and appointed by the Commission Executive Director.

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