

California Standards for the Teaching Profession

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1** Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2** Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3** Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4** Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5** Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2•1** Creating a physical environment that engages all students
- 2•2** Establishing a climate that promotes fairness and respect
- 2•3** Promoting social development and group responsibility
- 2•4** Establishing and maintaining standards for student behavior
- 2•5** Planning and implementing classroom procedures and routines that support student learning
- 2•6** Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1** Demonstrating knowledge of subject matter content and student development
- 3•2** Organizing curriculum to support student understanding of subject matter
- 3•3** Interrelating ideas and information within and across subject matter areas
- 3•4** Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3•5** Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1** Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4•2** Establishing and articulating goals for student learning
- 4•3** Developing and sequencing instructional activities and materials for student learning
- 4•4** Designing short-term and long-term plans to foster student learning
- 4•5** Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1** Establishing and communicating learning goals for all students
- 5•2** Collecting and using multiple sources of information to assess student learning
- 5•3** Involving and guiding all students in assessing their own learning
- 5•4** Using the results of assessments to guide instruction
- 5•5** Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1** Reflecting on teaching practice and planning professional development
- 6•2** Establishing professional goals and pursuing opportunities to grow professionally
- 6•3** Working with communities to improve professional practice
- 6•4** Working with families to improve professional practice
- 6•5** Working with colleagues to improve professional practice
- 6•6** Balancing professional responsibilities and maintaining motivation