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# 2C

## Action

### *General Session*

### Approval of the April 2024 Consent Calendar

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## AGENDA INSERT

**Executive Summary:** The Commission will review and approve the April 2024 Consent Calendar.

**Recommended Action:** That the Commission approve the April 2024 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

**Presenter:** None

### Strategic Plan Goals

#### *Educator Preparation and Advancement*

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs.
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools.

#### *Professional Licensure*

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
  - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools.
- **Goal 6.** Educators are of high moral character and act accordingly.
  - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials.

April 2024

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## Consent Calendar

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### Correction

Please correct Items #78 and #82 on the April 2024 Consent Calendar to the following:

#### 78. BERNEKING, Brian

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423 and stipulates that any subsequent applications submitted will be rejected.

#### 82. HAZEN, Lars

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423 and stipulates that any subsequent applications submitted will be rejected.

### Correction

The following consent Item ***Amendments to the California Standards for the Teaching Profession Adopted by the Commission in February 2024*** was corrected to include the Commission-directed amendments of incorporated language in track changes.

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# Amendments to the California Standards for the Teaching Profession Adopted by the Commission in February 2024

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## Introduction

This consent item presents the California Standards for the Teaching Profession (CSTP) with Commission-directed amendments of incorporated language in Appendix A. The item also presents a proposed extended transition timeline allowing program flexibility to make the transition to the CSTP as directed by the Commission at its [February 2024](#) meeting.

## Background

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

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

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

Several research-based principles of effective teaching common to all of the six CSTP underlie and are an integral part of the Standards, whether expressly stated or not within a given CSTP and/or its component elements. These common underlying principles assert that effective teachers will develop their teaching practice over time in the following ways:

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

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

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

Education Code section 44279.2 calls for periodic review of the CSTP. An expert workgroup was appointed in 2020 to review and revise as needed the 2009 CSTP. The COVID pandemic stalled the work in 2021, which was restarted in late 2023, culminating with the revised CSTP being adopted at the Commission’s [February 2024](#) meeting. At this meeting the Commission directed staff to incorporate specific amendments, which are included in [Appendix A](#) of this item. The required CSTP language edits found in Appendix A include:

- replacing “students with exceptional needs” to “students with disabilities.” This edit was incorporated six times.
- including “students with an Individualized Education Program (IEP)”. This edit was incorporated two times.
- including “English Learner Roadmap.” This edit was incorporated two times.

Additionally, per Commission directive at the [February 2024](#) meeting to extend the timeline for Teacher Induction program implementation of the CSTP, the following amendments for Teacher Induction Program Transition to the 2024 CSTP are proposed:

Date	Action
April 2024	The Commission adopts proposed revised 2024 CSTP
March – June 2024	Expert work group develops the Continuum of Teaching Practice
Fall 2024	Approved Teacher Induction programs notify the Commission of their intended date for full implementation of the revised CSTP (academic year 2025-26*, or academic year 2026-27).
April 2024 -July 2025	PSD Staff provide Technical Assistance to Teacher Induction Programs to understand and implement the revised CSTP
August 2025–July 2026	PSD Staff continue to provide targeted Technical Assistance for Teacher Induction Programs needing additional time to align to the revised CSTP in academic year 2026-2027
Fall 2026	All Teacher Induction Programs are aligned with the 2024 CSTP, and approved programs have submitted to the Commission an assurance statement verifying full CSTP 2024 implementation within the Teacher Induction Program.

*\*Note: A Commission-approved Teacher Induction program could elect to implement the 2024 CSTP more quickly than the process outlined above.*

**Staff Recommendation**

That the Commission approve the revised California Standards for the Teaching Profession (CSTP) in [Appendix A](#).

**Next Steps**

Once the revised CSTP are adopted by the Commission, staff will notify the field and begin to provide technical assistance and support to Teacher Induction programs as they transition to the 2024 CSTP and incorporate them into their approved programs. Staff will also monitor Teacher Induction programs and confirm that CSTP implementation statements are submitted ensuring that by Fall 2026 all approved programs are using the 2024 CSTP. Additionally, Commission staff will work with the California Department of Education and additional new teacher development experts to revise the Continuum of Teaching Practice (CTP) which provides qualitative descriptions of CSTP based teaching practice on five levels of development.

## **Appendix A**

### **2024 CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)**

#### **Introduction**

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

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

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

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

community engagement practices, with an emphasis on two-way communication to develop positive and reciprocal family and community connections. Additionally, the standards include indicators for teaching performance in relation to digital citizenship, restorative justice, a growth mindset, and the implementation of a continuous growth model.

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

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

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

Intentionally broad in scope, the CSTP:

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

### *The CSTP Big Ideas and Structure*

The updated CSTP are organized into six broad, interdependent standards that embed California's vision for teaching in an effective, equitable learning system. This six-topic footprint

is similar to the previous CSTP (2009) and is intended to facilitate the use of extant research and resources that might be helpful in implementing the updated standards. It also parallels other California state professional standards, such as the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS).

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

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

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

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

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

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

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

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

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

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

**CSTP 5: Assessing Students for Learning**

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



**CSTP 6: Developing as a Professional Educator**

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

**California Standards for the Teaching Profession (CSTP)****CSTP 1: Engaging and Supporting All Students in Learning**

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

**Element 1A: Focus on Students**

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

**Element 1A Example Indicators*****Teachers***

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

**Element 1B: Knowledge of Students**

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

**Element 1B Example Indicators*****Teachers***

- 1B–1: Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.

- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

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

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

#### **Element 1C Example Indicators**

##### ***Teachers***

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

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

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

#### **Element 1D Example Indicators**

### **Teachers**

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student’s unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.
- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with [exceptional needs/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 2A: Learning Environment**

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

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

### **Teachers**

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

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

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

## Element 2B Example Indicators

### ***Teachers***

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another’s learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

## **Element 2C: Organizational and Resource Management**

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

## Element 2C Example Indicators

### ***Teachers***

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

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

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

## Element 2D Example Indicators

### ***Teachers***

- 2D–1: Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

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

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

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

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

## Element 3A Example Indicators

### ***Teachers***

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

[Learner Roadmap](#), and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

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

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

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

##### ***Teachers***

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

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

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

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

##### ***Teachers***

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social-emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and [exceptional needs/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 3D: Content and Skills across Subjects**

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

#### **Element 3D Example Indicators**

##### ***Teachers***

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

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

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

#### **Element 3E Example Indicators**

##### ***Teachers***

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

- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

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

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

##### **Element 4A: Planning Instruction for Student Learning**

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

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

###### ***Teachers***

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

##### **Element 4B: Designing and Developing Instruction for Student Learning**

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

##### **Element 4B Example Indicators**

###### ***Teachers***

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.



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

#### **Element 4C: Facilitating Instruction for Student Learning**

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

#### **Element 4C Example Indicators**

##### ***Teachers***

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

#### **Element 4D: Adapting Instruction for Student Learning**

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

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

##### ***Teachers***

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social–emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.

- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with [exceptional needs/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 5A: Understanding and Using Assessments**

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

#### **Element 5A Example Indicators**

##### ***Teachers***

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

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

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

## Element 5B Example Indicators

### ***Teachers***

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

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

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

## Element 5C Example Indicators

### ***Teachers***

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

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

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

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

##### ***Teachers***

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

### **CSTP 6: Developing as a Professional Educator**

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

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

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

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

##### ***Teachers***

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.

- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

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

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

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

##### ***Teachers***

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

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

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

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

##### ***Teachers***

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.

- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

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

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

#### **Element 6D Example Indicators**

##### ***Teachers***

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, [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 6E: Ethical Conduct and Professional Responsibilities**

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

#### **Element 6E Example Indicators**

##### ***Teachers***

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.

- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students’ rights and responsibilities; reporting mandates for students’ learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student’s learning requirements by making accommodations and modifications, especially for students with ~~exceptional~~ needs/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 6F: Activating Access and Equity**

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

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

##### ***Teachers***

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

### **Element 6G: Personal Growth and Well-Being**

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

#### **Element 6G Example Indicators**

##### ***Teachers***

- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.

- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.