

California



California Standards for the Teaching Profession

Continuum of Teaching Practice



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Introduction to the California Standards for the Teaching Profession

Overview

California Standards for the Teaching Profession 2009

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. Effective teachers integrate the following: (1) ethical concern for children and society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical practices; and (4) a depth of knowledge about their students, including knowledge of child and adolescent development and learning; an understanding of their individual strengths, interests, and needs; and knowledge about their families and communities.

Effective teaching requires careful crafting of learning communities built on trust and respect, as well as routines, expectations, resources, and strategies that support diverse students' intellectual engagement in learning. Effective teaching happens through thoughtful planning focused on defined outcomes for student learning and leveraging of teachable moments. Effective teaching is revealed in the ways in which teachers respond to the strengths and needs of individual students while engaging and supporting all students in their learning. Effective teaching is a form of inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, to guide their practice in support of student learning. Effective teaching relies

on engagement within a professional community. Moreover, effective teaching requires the ability to successfully integrate elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts. Finally, effective teachers share a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students within their care as well as to the strengthening and continual revitalization of our democratic society.

The California Standards for the Teaching Profession (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their 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 CSTP have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning; and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

A Holistic and Developmental Vision of Teaching

The CSTP comprise a set of standards for the teaching profession in six interdependent domains of practice. While the standards are addressed separately in this document, teaching, as defined above, is clearly a holistic and integrated endeavor, consisting of the complex combination of interrelated parts. Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships among multiple aspects of teaching and learning.

Teaching is more than methodology. A teacher's understandings of student development, of families and communities, of subject matter and curriculum, and of instructional methods, strategies, and resources are ultimately linked to how the teacher plans and implements instruction and assesses student learning. Ethical, philosophical, and theoretical understandings of learning and teaching empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning and development. The California Standards for the Teaching Profession are broad and interconnected because the professional practice of teaching must be understood comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together in a seamless fabric.

Teachers' knowledge, skills, and practices develop throughout their professional careers and across changing contexts. To engage and challenge a diverse student population in a rapidly changing and increasingly technological world, effective teachers

require continuous professional growth. Teachers are never “finished” as professional learners, no matter how extensive or excellent their formal education, preparation, and experience. If teachers’ expertise, capabilities, and accomplishments are to be enriched over time, they must be reflective and actively seek to strengthen and augment their professional knowledge, skills, and perspectives in support of student learning.

A developmental view of teaching gives particular attention to the early years of each teacher’s career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Effective support, mentorship, assessment, and advanced study during the early years of teaching (including teacher preparation) are essential to a beginning teacher’s development and success in the profession.

Individual teachers enter and advance through the profession at different levels of experience and expertise, in varied roles, and in varying contexts. The policies and practices of teacher preparation programs, certification bodies, and school districts must be guided by clear and realistic standards regarding professional performance. The CSTP describe a vibrant vision of practice for the teaching profession. Teachers across the profession with varied levels of prior preparation and experience -- and the mentors, colleagues, and supervisors who support them -- will find the standards useful to guide their developing practice. The California Standards for the Teaching Profession reflect a developmental view of teaching, and are an integral part of California’s efforts to foster excellence in teaching and learning.

Context of Teaching in California

Professional educators in California serve an increasingly diverse population of students. This diversity among students greatly enriches and enlivens the educational experience for teachers and students alike. Therefore, there is a critical need for teachers who are responsive to the varied socio-cultural, racial, religious, ethnic, linguistic, and economic backgrounds of all students and who consider how learning differences and abilities, gender and gender identity, family structure, sexual orientation, and other aspects of humankind influence learning and teaching.

The California Standards for the Teaching Profession support the creation of classroom communities and curricula in which students with varying backgrounds, learning styles, strengths, interests, needs and abilities are engaged and challenged as learners. The use of the term “all students” throughout the standards document reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

The standards also value the diversity of teachers’ backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will 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. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of all students.

History of the California Standards for the Teaching Profession

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. *Beginning Teacher Support and Assessment (BTSA)* programs have used the CSTP to develop formative assessment systems that facilitate beginning teacher practice. *The Teaching Performance Expectations (TPE)* and the related summative *Teaching Performance Assessment (TPA)*, both aligned with the CSTP, are used in pre-service preparation. Additionally, teacher preparation programs, schools, and school districts, as well as individual teachers, teacher educators, and other educational professionals have utilized the CSTP to prompt reflection, formulate professional goals, guide, monitor, and assess the progress of a teacher’s practice, and promote the improvement of teaching in support of student learning.

The current version of the CSTP (2009) 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 body. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. 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 continue to set forth a vision for the teaching profession -- one that is sustainable, engaging, and fulfilling for those intent on teaching careers.

Organization of the Standards

The CSTP are organized around six interrelated domains of teaching practice. The following are the six standards:

- 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

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California.

In this document, each standard is introduced in a narrative description that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into a set of big ideas or elements that identify key areas within that particular domain of teaching. Each element is further illustrated with reflective questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stems, “How do I...” and “Why do I...” and are meant to encourage teachers to examine the rationale -- the ethical, philosophical, empirical, and theoretical bases -- for central aspects of their teaching.

The reflective questions within each element address a sample of the important facets of teaching. They do not represent all the possible issues or aspects involved in effective teaching. Therefore, the questions should not be seen as checklists, but rather as probes designed to promote reflection, analysis, and action in support of professional growth and student learning throughout one’s career.

The authors encourage users of the CSTP to refer to all three levels of the standards (narrative, elements, and reflective questions) to facilitate conversations about teacher practice, to set goals for ongoing professional development, and to guide the collection of evidence of growth over time. Those using the standards will recognize that there are numerous overlapping components across and within the standards, elements, and reflective questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six standards and illuminate the essential role of inclusive, equitable practice.

Conclusion

Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students’ differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California’s children and our nation’s future.

Introduction to the Continuum of Teaching Practice

Context and History

California Standards for the Teaching Profession

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* (2009) 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 student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. 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* continue 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) over the past 15 years. The 2010 *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, Beginning Teacher Support and Assessment (BTSA) Induction Programs in CA have been using 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—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 and is used to make 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 2009 *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 in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are 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 underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards 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 she or he has 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.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

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 CSTP

| CSTP | Emerging Level 1 | Exploring Level 2 | Applying Level 3 | Integrating Level 4 | Innovating Level 5 |
|---|--|---|---|---|---|
| Engaging and Supporting All Students in Learning | Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. | Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. | Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. | Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. | 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. |
| Creating and Maintaining Effective Environments for Student Learning | Recognizes the importance of building a positive learning environment that is focused on achievement. | Guides the development of a respectful learning environment focused on achievement. | Maintains a respectful and supportive learning environment in which all students can achieve. | Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. | Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. |
| Understanding and Organizing Subject Matter for Student Learning | Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> . | Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> . | Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards. | Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> . | Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas. |

Levels of Teacher Development Across the CSTP

| CSTP | Emerging Level 1 | Exploring Level 2 | Applying Level 3 | Integrating Level 4 | Innovating Level 5 |
|---|---|--|---|--|---|
| Planning Instruction and Designing Learning Experiences for All Students | Plans lessons using available curriculum and resources. | Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. | Plans differentiated instruction using a variety of adjustments and adaptations in lessons. | Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. | Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. |
| Assessing Students for Learning | Develops understanding of required assessments and uses of data to inform student progress. | Explores the use of different types of assessments to expand understanding of student learning needs and support planning. | 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. | Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. | 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. |
| Developing as a Professional Educator | Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success. | Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success. | Collaborates and reflects regularly with colleagues to improve teaching practice and student success. | 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. | Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students. |

Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

California Standards for the Teaching Profession

| Engaging and Supporting All Students in Learning | Creating and Maintaining Effective Environments for Student Learning | Understanding and Organizing Subject Matter for Student Learning |
|--|---|--|
| <p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p> | <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p> | <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p> |
| Planning Instruction and Designing Learning Experiences for All Students | Assessing Students for Learning | Developing as a Professional Educator |
| <p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p> | <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> | <p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> |

Standard 1

Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2

Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3

Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4

Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5

Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6

Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

The
*California Standards for
the Teaching Profession (CSTP)*
are intended to provide a common
language and a vision of the scope and
complexity of the profession by which all
teachers can define and develop their practice.
The standards seek to serve and support
professional educators in fulfilling their
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.

1.1 Using knowledge of students to engage them in learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- know my students as people and as learners?
- understand reasons for behavior?
- recognize atypical behavior in students?
- build trust with students and foster relationships so that students can thrive academically?
- adapt my teaching to reflect knowledge of my students?
- differentiate instruction based on what I know about my students' strengths, interests, and needs?
- get to know parents and connect with the community where I teach?

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

As teachers develop, they may ask, "How do I..." or "Why do I..."

- help students see the connections between what they already know and the new material?
- connect classroom learning to students' life experiences and cultural backgrounds?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?

1.3 Connecting subject matter to meaningful, real-life contexts

As teachers develop, they may ask, "How do I..." or "Why do I..."

- establish a connection between subject matter and purpose for learning?
- make connections between the subject matter and real-life contexts?
- seek feedback from students regarding relevance of subject matter to their lives?
- engage all students in a variety of learning experiences that accommodate the different ways they learn?
- provide opportunities for all students to acquire and practice skills in meaningful contexts?

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

As teachers develop, they may ask, "How do I..." or "Why do I..."

- select and utilize a range of instructional approaches to engage students in learning?

- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?
- help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?
- use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?
- adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?
- utilize multiple types of technology to facilitate learning?
- examine and use resources that minimize bias?

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

As teachers develop, they may ask, "How do I..." or "Why do I..."

- encourage students to use multiple approaches and solutions to solve problems?
- encourage students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to think about, discuss, and evaluate content?
- ask questions to facilitate discussion, clarify, and extend students' thinking?
- support students to think and communicate with clarity and precision?
- help students apply previous learning to new situations?
- encourage students to create, imagine, and innovate?
- help students to develop and use strategies and technologies for accessing knowledge and information?

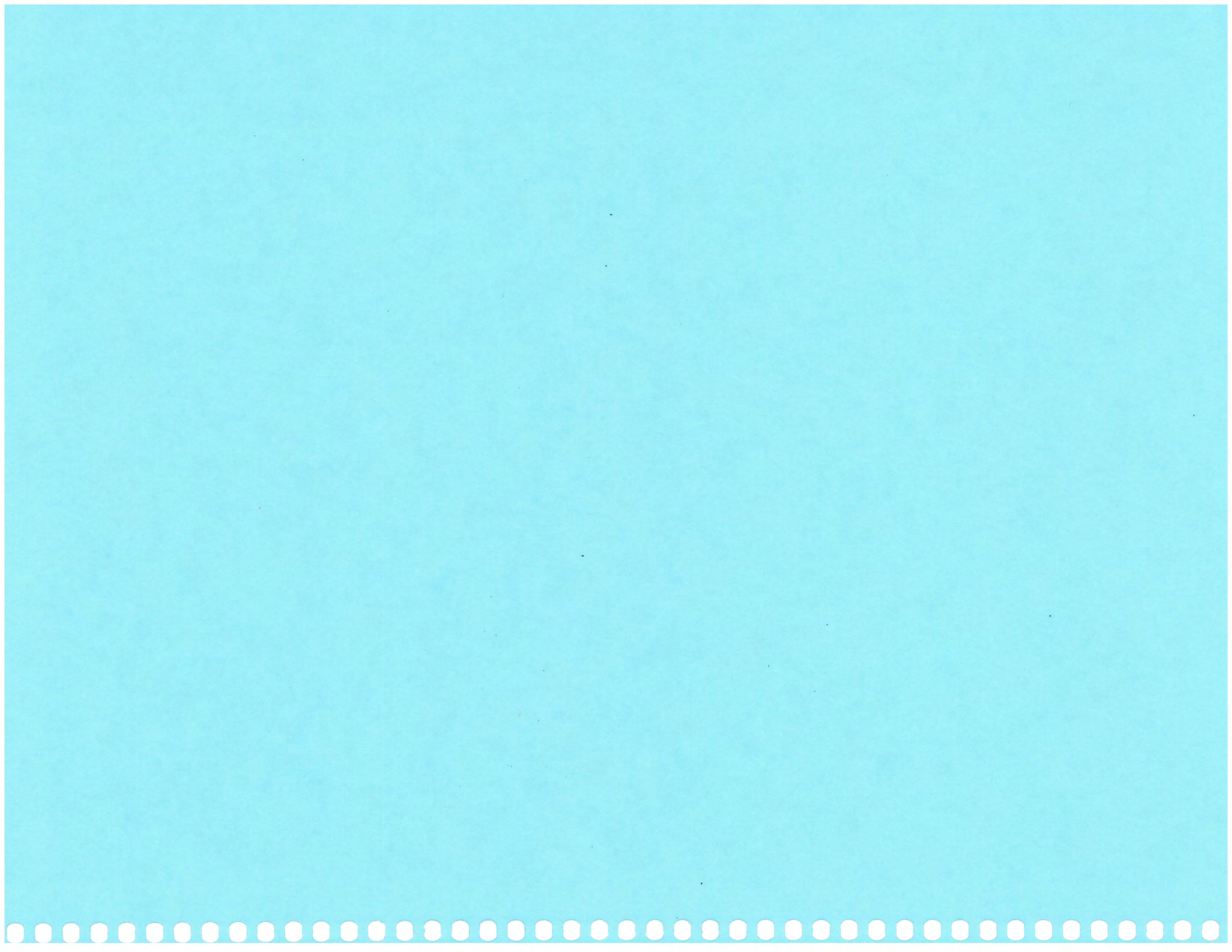
1.6 Monitoring student learning and adjusting instruction while teaching

As teachers develop, they may ask, "How do I..." or "Why do I..."

- systematically check for student understanding and revise plans accordingly?
- incorporate a variety of strategies in a lesson to check for student understanding?
- monitor the learning of students with limited English proficiency or of students with special needs?
- adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?
- make "on the spot" changes in my lesson based on students' interests and questions?
- provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?
- adjust my lesson when I don't have enough time to complete everything I planned to do?

Standard 1 Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.



Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.1 - Using knowledge of students to engage them in learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|--|---|
| TEACHER | Learns about students through data provided by the school and/or through district assessments. | Gathers additional data to learn about individual students. | Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs. | Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs. | Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction. |
| STUDENT | Some students may engage in learning using instructional strategies focused on the class as a whole. | Students engage in single lessons or sequence of lessons that include some adjustments based on assessments. | Students engage in learning through the use of adjustments in instruction to meet their needs. | Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. | Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs. |

Evidence:

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.2 – Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students’ performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|---|--|---|
| TEACHER | Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students. | Uses gathered information about students’ prior knowledge, cultural backgrounds, life experiences, and interests to support student learning. | Uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. | Integrates broad knowledge of students’ cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction. | Uses extensive information regarding students and their communities systematically and flexibly throughout instruction. |
| STUDENT | Some students connect learning activities to their own lives. | Students participate in single lessons or sequence of lessons related to their interests and experiences. | Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests. | Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities. | Students can articulate the relevance and impact of lessons on their lives and society. |

Evidence:

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.3 – Connecting subject matter to meaningful, real-life contexts*

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|--|--|
| TEACHER | Uses real-life connections during instruction as identified in curriculum. | Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding. | Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community. | Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter. | Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. |
| STUDENT | Some students relate subject matter to real-life. | Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter. | Students utilize real-life connections regularly to develop understandings of subject matter. | Students actively engage in making and using real-life connections to subject matter to extend their understanding. | Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities. |

Evidence:

* see Glossary

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.4 - Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|--|--|
| TEACHER | Uses instructional strategies, resources, and technologies as provided by school and/or district. | Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs. | Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs. | Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. | Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs. |
| STUDENT | Some students participate in instructional strategies, using resources and technologies provided. | Students participate in single lessons or sequence of lessons related to their interests and experiences. | Students participate in instruction using strategies, resources, and technologies matched to their learning needs. | Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs. | Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning. |

Evidence:

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.5 – Promoting critical thinking through inquiry, problem solving, and reflection

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students’ performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|---|--|--|
| TEACHER | Asks questions that focus on factual knowledge and comprehension. | Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically. | Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content. | Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives. | Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems. |
| STUDENT | Some students respond to questions regarding facts and comprehension. | Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons. | Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content. | Students pose problems and construct questions of their own to support inquiries into content. | Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning. |

Evidence:

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.6 – Monitoring student learning and adjusting instruction while teaching

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students’ performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|---|--|--|
| TEACHER | Implements lessons following curriculum guidelines. | Seeks to clarify instructions and learning activities to support student understanding. | Makes adjustments to instruction based on observation of student engagement and regular checks for understanding. | Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge. | Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively. |
| STUDENT | Some students receive individual assistance during instruction. | Students receive assistance individually or in small groups during instruction. | Students successfully participate and stay engaged in learning activities. | Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction. | Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction. |

Evidence:

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

As teachers develop, they may ask, "How do I..." or "Why do I..."

- model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?
- help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?
- engage students in shared problem-solving and conflict resolution?
- provide learning opportunities that encourage student-to-student communication with empathy and understanding?
- develop students' leadership skills and provide opportunities to apply them?
- create a classroom culture where students feel a sense of responsibility to and for one another?
- help students to appreciate their own identities and to view themselves as valued contributors to society?
- develop activities that support positive interactions among students and that help students get to know each other?

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- arrange and adapt classroom seating to accommodate individual and group learning needs?
- establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?
- ensure that students develop an appreciation of diversity?
- provide students access to resources, technologies, and comfortable workspaces?
 - create an environment that promotes optimal learning for each student?
 - construct an equitable learning environment for all students?

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

As teachers develop, they may ask, "How do I..." or "Why do I..."

- arrange the learning environment to facilitate positive and productive classroom interactions?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?
- foster the development of each student's self-esteem?
- create a safe, accessible learning environment for all students?

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

As teachers develop, they may ask, "How do I..." or "How might I..."

- establish a productive, achievement-oriented climate in my classroom?

- set high expectations for all of my students?
- motivate all students to initiate their own learning and strive for challenging learning goals?
- provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?
- ensure access to challenging and diverse academic content for all students?

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

As teachers develop, they may ask, "How do I..." or "Why do I..."

- facilitate student participation in classroom decision-making?
 - foster and support appropriate student behavior?
 - collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?
 - understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
 - work proactively to prevent and respond quickly to minimize behavioral issues?
 - understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?
 - help all students learn to take responsibility for their own behavior and actions?
- ## 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- As teachers develop, they may ask, "How do I..." or "Why do I..."*
- involve all students in the development of classroom procedures and routines?
 - help students transition smoothly and efficiently from one instructional activity to the next?
 - apply knowledge of students' physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
 - develop daily schedules, timelines, classroom routines, and norms that maximize learning?
 - connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?
 - adapt routines, procedures, and norms to ensure the success of students with special needs?
 - balance instructional, preparation, administrative, and managerial time?

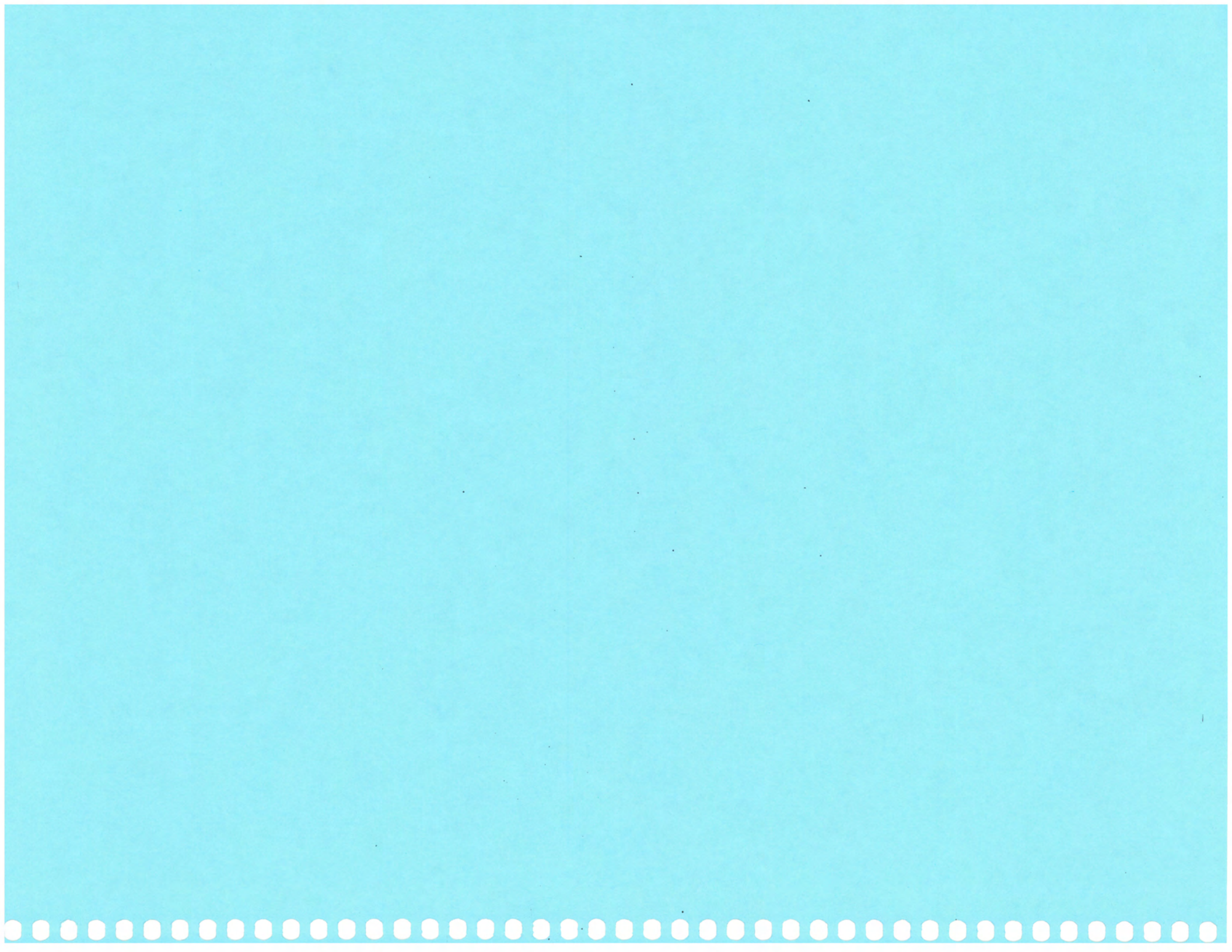
2.7 Using instructional time to optimize learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- organize instruction to optimize learning time?
- pace instruction to accomplish learning goals?
 - re-direct students' off-task behavior to make the most of instructional time?
 - adjust instructional time so that all students remain engaged and challenged?
- structure time for both independent and collaborative learning opportunities?

Standard 2 Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.



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

Element 2.1 – Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed. 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|---|--|
| TEACHER | Models and communicates expectations for fair and respectful behavior to support social development. | Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community. | Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate. | Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students. | Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members. |
| STUDENT | Some students share in responsibility for the classroom community. | Students participate in occasional community building activities, designed to promote caring, fairness, and respect. | Students demonstrate efforts to be positive, accepting, and respectful of differences. | Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences. | Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another. |

Evidence:

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

Element 2.2 - Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

***Evidence of Practice:** Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date*

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|--|--|
| TEACHER | <p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p> | <p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> | <p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> | <p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> | <p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> |
| STUDENT | <p>Some students use available resources in learning environments during instruction.</p> | <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p> | <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p> | <p>Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.</p> | <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p> |

Evidence:

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

Element 2.3 - Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|--|--|--|
| TEACHER | <p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p> | <p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p> | <p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p> | <p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> | <p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> |
| STUDENT | <p>Students are aware of required safety procedures and the school and classroom rational for maintaining safety.</p> | <p>Students follow teacher guidance regarding potential safety issues for self or others.</p> | <p>Students take risks, offer opinions, and share alternative perspectives.</p> | <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p> | <p>Students demonstrate resiliency in perseverance for academic achievement. Students share responsibility for intellectual and emotional safety for themselves and others in the classroom.</p> |

Evidence:

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

Element 2.4 – Creating a rigorous learning environment with high expectations and appropriate support for all students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|---|--|
| TEACHER | <p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students.</p> | <p>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</p> | <p>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</p> | <p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p> <p>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</p> | <p>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</p> |
| STUDENT | <p>Some students ask for teacher support to understand or complete learning tasks.</p> | <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p> | <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p> | <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p> | <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p> |

Evidence:

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

Element 2.5 - Developing, communicating, and maintaining high standards for individual and group behavior

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|--|--|---|
| TEACHER | <p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> | <p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> | <p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> | <p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> | <p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> |
| STUDENT | <p>Students are aware of classroom rules and consequences.</p> | <p>Students know expectations for behavior and consequences and respond to guidance in following them.</p> | <p>Students follow behavior expectations, accept consequences and increase positive behaviors.</p> | <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p> | <p>Students demonstrate positive behavior, consistent participation and are valued for their unique identities.</p> |

Evidence:

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

Element 2.6 – Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

***Evidence of Practice:** Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|---|--|---|
| TEACHER | <p>Establishes procedures, routines or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p> | <p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> | <p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p> | <p>Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p> | <p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> |
| STUDENT | <p>Students are aware of procedures, routines, and classroom norms.</p> | <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p> | <p>Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p> | <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p> | <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p> |

Evidence:

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

Element 2.7 - Using instructional time to optimize learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|---|--|
| TEACHER | <p>Paces instruction based on curriculum guidelines.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p> | <p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> | <p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> | <p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> | <p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> |
| STUDENT | <p>Some students complete learning activities in time allotted.</p> | <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p> | <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p> | <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p> | <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p> |

Evidence:

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

As teachers develop, they may ask, "How do I..." or "Why do I..."

- ensure that my subject matter knowledge is sufficient to support student learning?
- continue to keep my subject matter knowledge current?
- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?
- integrate key concepts, themes, relationships, and connections across subject matter areas?
- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?
- maintain and utilize current understanding of relevant content standards and frameworks?

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

As teachers develop, they may ask, "How do I..." or "Why do I..."

- apply my knowledge of human development and learning theory to the unique students that I teach?
- acquire understanding of my students' individual cognitive, social, emotional and physical development?
- connect content being taught to students' prior knowledge and experiences?
- build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?
- build understanding of my students with special needs in order to know how and when to differentiate instruction?

3.3 Organizing curriculum to facilitate student understanding of the subject matter

As teachers develop, they may ask, "How do I..." or "Why do I..."

- use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?
- apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- organize subject matter to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- utilize standards-aligned and/or adopted curriculum in ways that support student learning?

3.4 Utilizing instructional strategies that are appropriate to the subject matter

As teachers develop, they may ask, "How do I..." or "Why do I..."

- develop and use a repertoire of instructional strategies appropriate to the subject matter?
- build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?
- use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- challenge all students to think critically in the subject area?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?
- use strategies that make the depth and complexity of subject matter understandable to all students?

Standard 3 Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

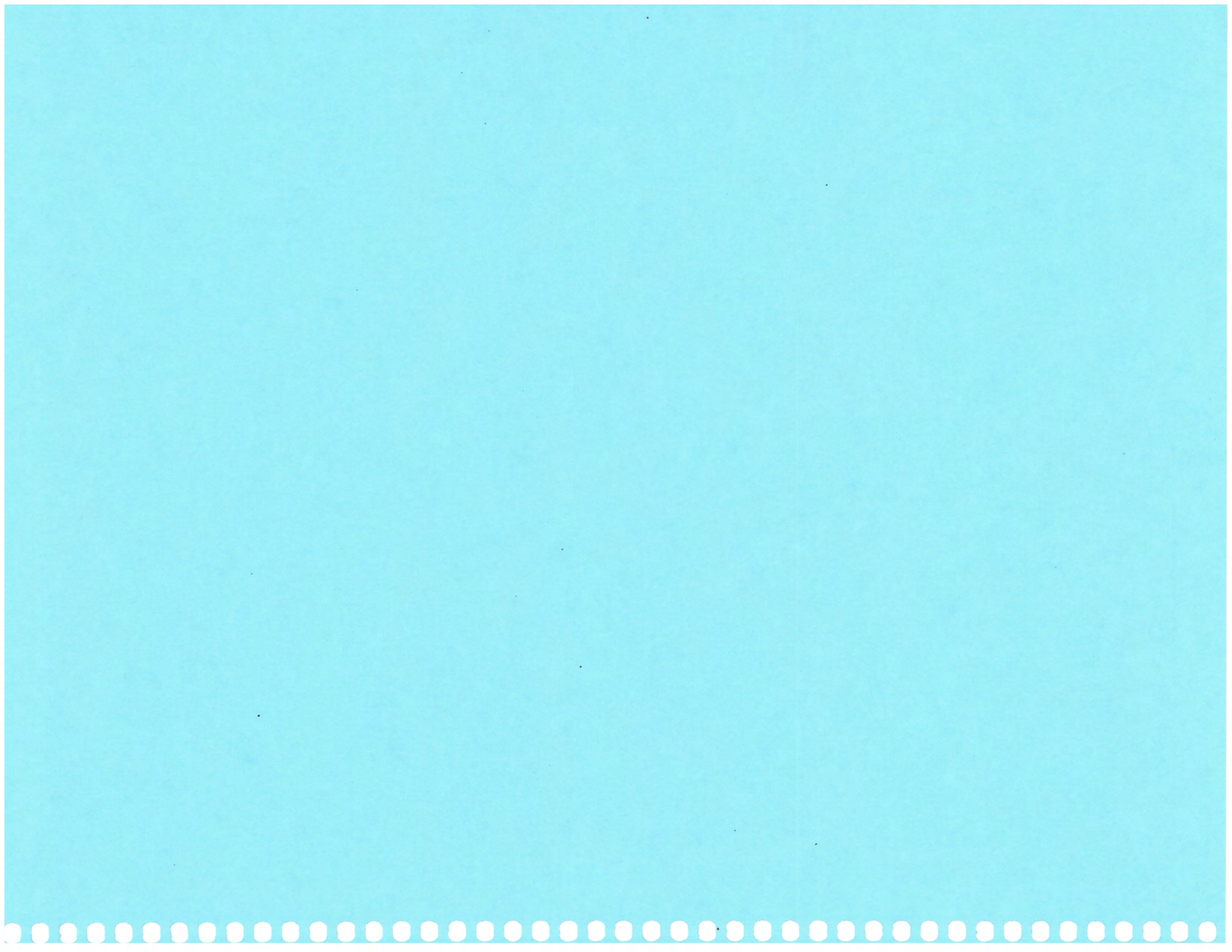
- know the full range of materials, resources, and technologies provided by the school or district?
- select materials, resources, and technologies to support differentiated student learning of the subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter?
- learn about and access new instructional resources to support student learning?

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

As teachers develop, they may ask, "How do I..." or "Why do I..."

- address the English Language Development (ELD) standards as they relate to my English learners' levels of language acquisition?
- address the Individual Education Plan (IEP) goals and objectives of my students with special needs?
- select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

Understanding and Organizing Subject Matter for Student Learning



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

Element 3.1 – Demonstrating knowledge of subject matter* academic content standards

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|---|---|--|
| TEACHER | Has foundational knowledge of subject matter, related academic language, and academic content standards. | Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction. | Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards. | Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students. | Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning. |

Evidence:

*See glossary for a more complete definition of academic language

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

Element 3.2 – Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|--|--|
| TEACHER | <p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p> | <p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p> | <p>Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p> | <p>Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p> | <p>Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p> |

Evidence:

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

Element 3.3 – Organizing curriculum to facilitate student understanding of the subject matter

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|---|--|
| TEACHER | Follows organization of curriculum as provided by site and district to support student understanding of subject matter. | Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter. | Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding. | Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. | Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what they do and don't understand. |

Evidence:

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

Element 3.4 - Utilizing instructional strategies that are appropriate to the subject matter

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|---|--|
| TEACHER | Uses instructional strategies that are provided in the curriculum. | Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter. | Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs. | Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter. | Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter. |

Evidence:

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

Element 3.5 - Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students *Evidence of Practice:*

Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|---|--|
| TEACHER | <p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p> | <p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p> | <p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p> | <p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.</p> | <p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</p> |

Evidence:

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

Element 3.6 – Addressing the needs of *English Learners* and students with special needs* to provide equitable access to the content

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|---|---|
| TEACHER | <p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p> | <p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p> | <p>Identifies English language proficiencies and English learner strengths in the study of language and content.</p> <p>Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p> | <p>Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p> | <p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p> |

Evidence:

* Please see the additional Standard elements that are of particular importance in the effective instruction of English Learners: • *Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests* • *Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter* • *Standard Element 6.4 Working with families to support student learning*

Continuum of Teaching Practice

The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument. Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.

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

Element 3.6 - Addressing the needs of English Learners and *students with special needs** to provide equitable access to the content

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|--|---|--|
| TEACHER | <p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p> | <p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p> | <p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p> | <p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p> | <p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p> |

Evidence:

* The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners. Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs: Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.

• Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

Continuum of Teaching Practice

The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument. Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- incorporate students' prior knowledge and experience in my curriculum and instructional planning?
- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?
- use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?
- plan lessons and units that promote access to academic content standards for all students?
- use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?
- use knowledge of my students' diverse learning needs to plan instruction that supports their learning?

4.2 Establishing and articulating goals for student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
- determine learning goals that address all students' language abilities and diverse learning needs?
- establish learning goals that address school, district, and community expectations?
- work with students and families to establish learning goals?
- develop goals that prepare students for successful transition to their next learning environment?
- communicate clear, challenging, and achievable expectations for students?

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- design an instructional program that considers the long-term and the short-term?
- use assessment results for long-term and short-term planning?
- incorporate diverse subject matter perspectives in my planning?
- select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?

- plan an instructional program that supports students' second language learning and diverse learning needs?
- incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?
- collaborate with colleagues to make instructional decisions?
- design instruction so that students participate in setting and achieving their individual learning goals?

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- develop unit and lesson plans that build on and extend students' understanding of subject matter?
 - ensure that each instructional strategy is related to learning goals?
 - plan instruction to allow enough time for student learning, review, and assessment?
 - use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?
 - check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?
 - address the ELD standards appropriately, based on my English learners' levels of language acquisition?
 - address the IEP goals and objectives of my students with special needs?
 - select materials, resources, and technologies to support the learning needs of English learners and students with special needs?

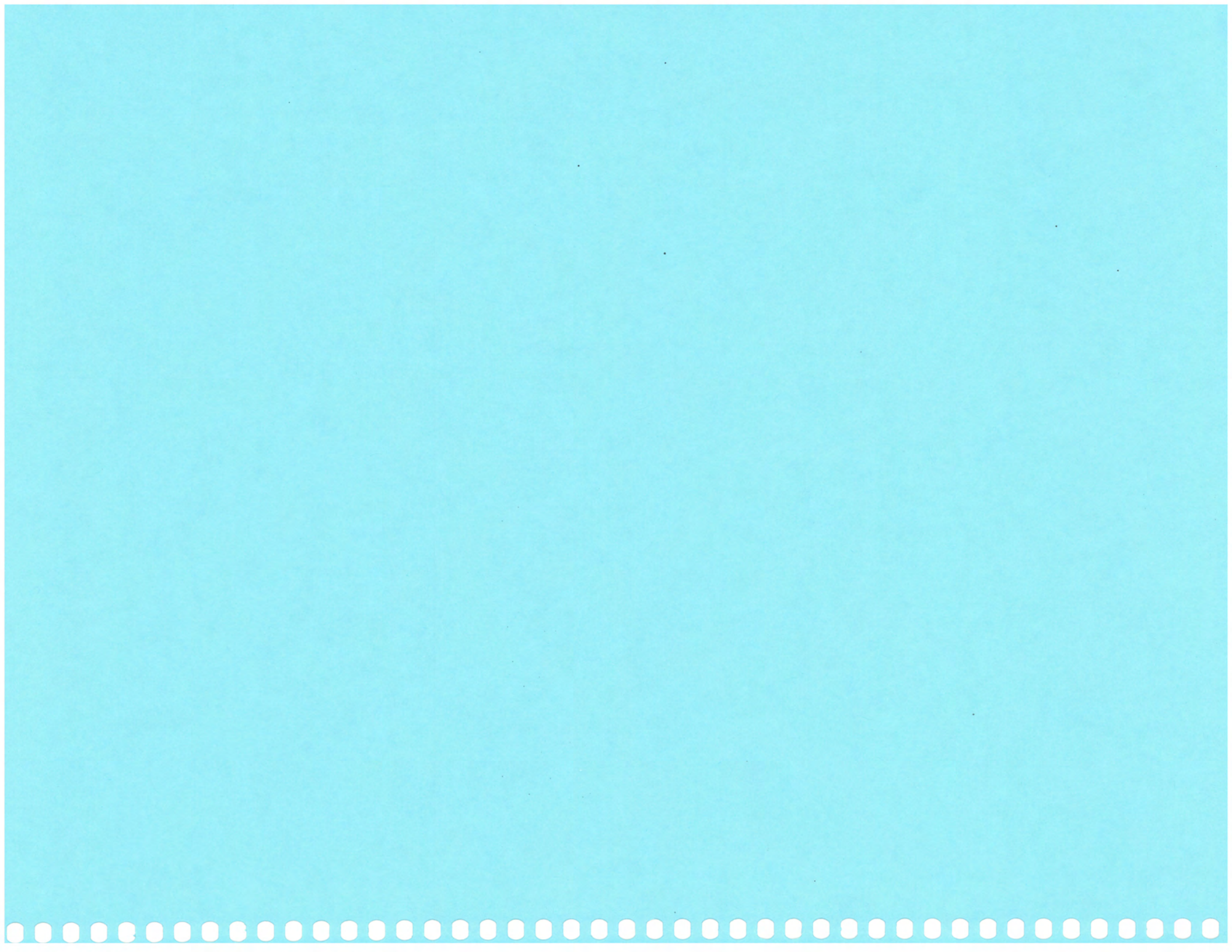
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?
- proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?
 - strengthen existing plans for students at identified levels of English proficiency?
 - strengthen existing plans for students with special needs?
- reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?
- reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?
- capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?

Standard 4 Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.



Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Element 4.1 - Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|--|--|
| TEACHER | <p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of the impact of bias on learning.</p> | <p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p> | <p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p> | <p>Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.</p> | <p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p> |

Evidence:

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Element 4.2 – Establishing and articulating goals for student learning *Evidence of Practice:*

Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|--|---|
| TEACHER | Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines. | Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum. | Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs. | Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals. | Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning. |

Evidence:

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Element 4.3 - Developing and sequencing long-term and short-term instructional plans to support student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|--|---|
| TEACHER | Uses available curriculum guidelines for daily, short- and long-term plans. | Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning. | Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning. | Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning. | Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning. |

Evidence:

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Element 4.4 – Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|--|--|---|
| TEACHER | <p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p> | <p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p> | <p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p> | <p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p> | <p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p> |

Evidence:

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Element 4.5 – Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|---|--|--|
| TEACHER | Implements lessons and uses materials from curriculum provided. | Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs. | Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. | Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning. | Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs. |

Evidence:

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

As teachers develop, they may ask, "How do I..." or "Why do I..."

- become knowledgeable of the different types of assessments—and their uses, benefits, and limitations—that I draw on to inform my instruction?
- select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?
- design grading practices that draw on multiple sources of information and reflect student learning?

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- keep a continuous and comprehensive record of group and individual achievement?
- select, design, and use assessment tools appropriate to what is being assessed?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?
- assess student behavior to support learning?
- interpret data based on how an assessment is scored and what results it reports?

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- review student assessment data with colleagues?
- use assessment results to monitor my teaching and guide planning and instruction?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to eliminate gaps between students' potential and their performance?
- use assessment results to plan instruction to support English learners?
- use assessment results to plan instruction to support students' IEPs?

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- draw upon assessment data to support development of learning goals?

- review and revise learning goals with students over time?
- ensure that student learning goals reflect key subject matter concepts, skills, and applications?
- use informal assessments to adjust instruction while teaching?
- use multiple sources of assessment to measure student progress and revise instructional plans?
- work to differentiate goals and plans based on assessed needs of my diverse learners?
- address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

As teachers develop, they may ask, "How do I..." or "Why do I..."

- make assessment integral to the learning process?
- make assessment an interactive process between teacher and student?
 - model self-assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?
 - provide opportunities for all students to engage in peer discussion and reflection of their work?
 - provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Standard 5 Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

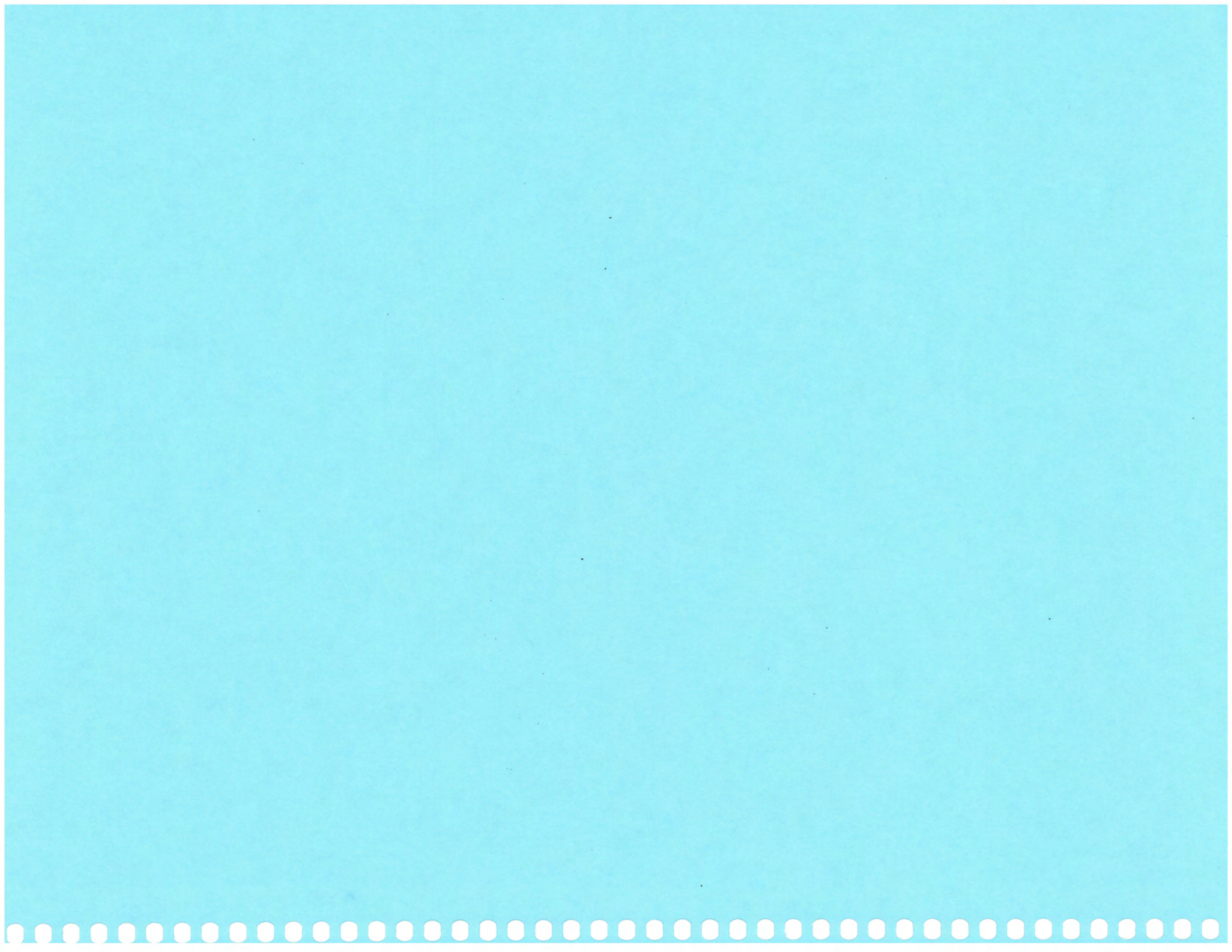
As teachers develop, they may ask, "How do I..." or "Why do I..."

- become familiar with and select technology resources that support assessment practices?
- use technology to analyze student learning and inform instruction?
- use appropriate technology resources to communicate students' learning to students and their families?

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

As teachers develop, they may ask, "How do I..." or "Why do I..."

- provide all students with information about their progress as they engage in learning activities?
 - initiate regular and timely contact with families and resource providers about student progress?
- communicate assessment results to families in ways that are respectful and understandable?
- provide families with ways to use assessment information at home to improve student learning?



Standard 5 CSTP: Assessing Students for Learning

Element 5.1 - Applying knowledge of the purposes, characteristics, and uses of different types of assessments

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|---|--|
| TEACHER | Is aware of the purposes and characteristics of formative and summative assessments. | <p>Explores the use of different types of pre-assessment, formative and summative assessments.</p> <p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p> | <p>Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.</p> <p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p> | <p>Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.</p> <p>Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.</p> | <p>Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.</p> <p>Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.</p> |

Evidence:

Standard 5 CSTP: Assessing Students for Learning

Element 5.2 - Collecting and analyzing assessment data from a variety of sources to inform instruction

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|--|---|
| TEACHER | <p>Uses data from required assessments to assess student learning.</p> <p>Follows required processes for data analysis and draws conclusions about student learning.</p> | <p>Explores collecting additional data using supplemental assessments.</p> <p>Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p> | <p>Collects a variety of formal and informal assessment data on student learning.</p> <p>Uses analysis of a variety of data to inform planning and differentiation of instruction.</p> | <p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.</p> <p>Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p> | <p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.</p> <p>Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.</p> |

Evidence:

Standard 5 CSTP: Assessing Students for Learning

Element 5.3 - Reviewing data, both individually and with colleagues, to monitor student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|--|--|
| TEACHER | Reviews and monitors available assessment data as required by site and district processes. | Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students. | Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students. | Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends. | Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends. |

Evidence:

Standard 5 CSTP: Assessing Students for Learning

Element 5.4 – Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|---|--|---|--|
| TEACHER | <p>Uses data from assessments provided by site and district to set learning goals for the class.</p> <p>Plans instruction using available curriculum guidelines.</p> | <p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</p> <p>Plans adjustments in instruction to address learning needs of individual students.</p> | <p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p> | <p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs.</p> <p>Modifies lessons during instruction based on informal assessments.</p> | <p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p> |

Evidence:

Standard 5 CSTP: Assessing Students for Learning

Element 5.5 – Involving all students in self-assessment, goal setting*, and monitoring progress

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|--|--|---|
| TEACHER | <p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p> <p>Monitors progress using available tools for recording.</p> | <p>Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.</p> <p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p> | <p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p> <p>Guides students to monitor and reflect on progress on a regular basis.</p> | <p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.</p> <p>Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p> | <p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</p> <p>Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p> |

Evidence:

* Consider the inclusion of English Language Development or Academic English goals along with content goals.

Standard 5 CSTP: Assessing Students for Learning

Element 5.6 - Using available technologies to assist in assessment, analysis, and communication of student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|---|---|
| TEACHER | Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning. | Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. | Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology. | Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences. | Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences. |

Evidence:

Standard 5 CSTP: Assessing Students for Learning

Element 5.7 - Using assessment information to share timely and comprehensible feedback with students and their families

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|---|---|
| TEACHER | <p>Provides students with feedback through assessed work and required summative assessments.</p> <p>Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.</p> | <p>Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p> | <p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p> | <p>Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning.</p> <p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p> | <p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p> <p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.</p> |

Evidence:

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?
- develop awareness of potential bias that might influence my teaching or affect student learning?

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

As teachers develop, they may ask, "How do I..." or "Why do I..."

- maintain an attitude of lifelong learning?
- establish goals and seek out opportunities for professional growth and development?
- ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- learn more about my own professional roles and responsibilities?
- continue to seek out and refine approaches that make the curriculum accessible to all students?
- expand my knowledge and effective application of new instructional methods and technologies?

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
 - remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- support school and district goals and priorities?
- contribute to school-wide events, activities, and decision-making?
- establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- contribute to the learning of other educators?
- benefit from and contribute to professional organizations to improve my teaching?
- benefit from and add to the knowledge base of the profession?

6.4 Working with families to support student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?

- engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- present the educational program to all families in a thorough and comprehensible fashion?
- provide opportunities for all families to participate in the classroom and school community?

6.5 Engaging local communities in support of the instructional program

As teachers develop, they may ask, "How do I..." or "Why do I..."

- increase my understanding of the cultures and dynamics of my students' communities?
- value and respect the students' communities and appreciate the role of community in student learning?
- promote collaboration between school and community?
- identify and draw upon school, district, and local community social service resources to benefit students and their families?
- seek out and use additional resources from the local community and businesses to support student learning?
 - provide my students with community-based experiences that support their learning?

Standard 6 Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

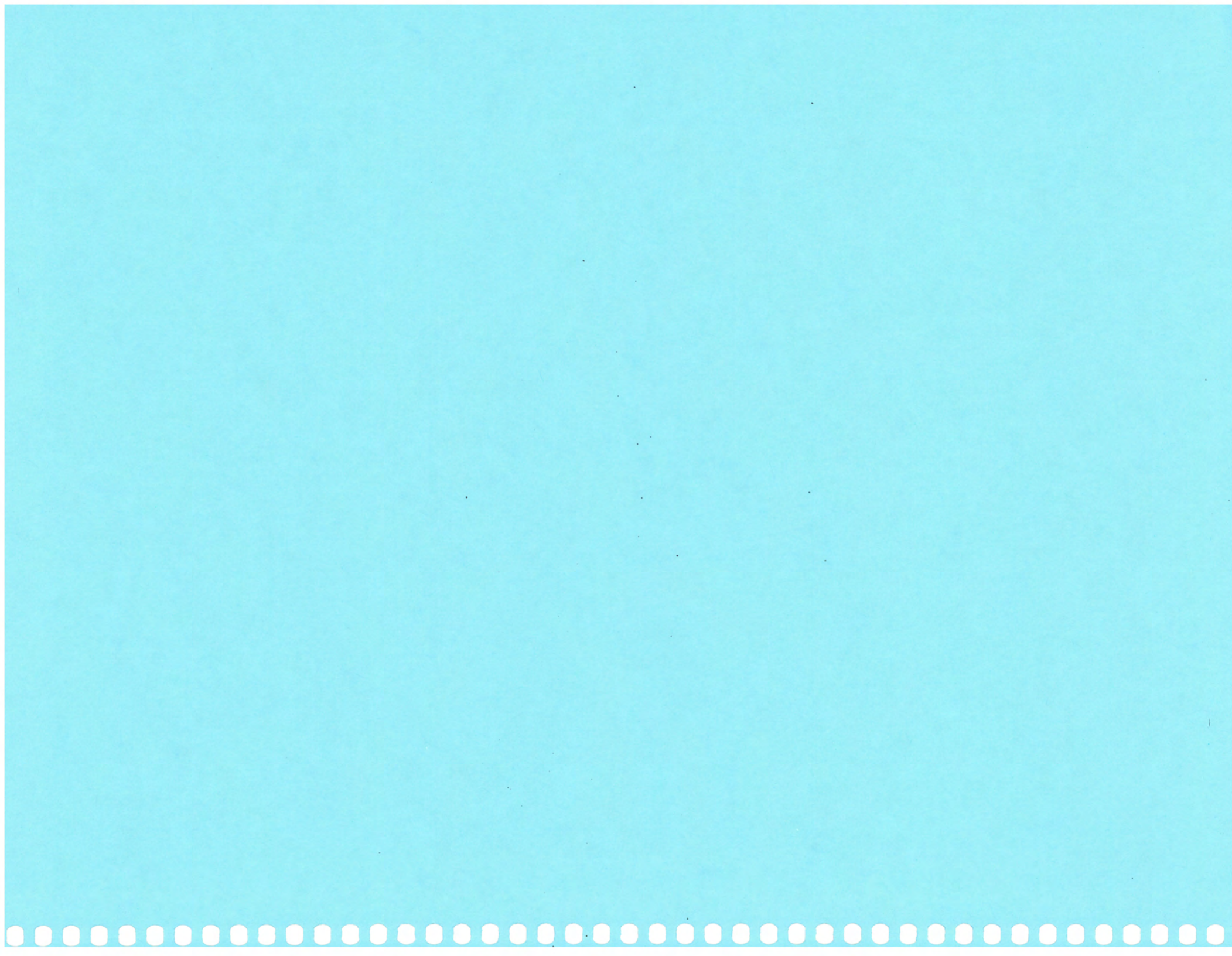
As teachers develop, they may ask, "How do I..." or "Why do I..."

- challenge myself intellectually and creatively throughout my career?
- find support and develop strategies to balance professional responsibilities with my personal needs?
- manage stress and maintain a positive attitude with students and colleagues?
- address the complications and challenges of teaching?
- identify sources of engagement and renewal in my professional work?

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As teachers develop, they may ask, "How do I..." or "Why do I..."

- remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- meet my professional obligations to implement school, district, state, and federal policies and guidelines?
 - extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- maintain professional conduct and integrity in the classroom and school community?
- interact appropriately with students and families outside the classroom?
- demonstrate my professional obligations to students, colleagues, school, and the profession?



Standard 6 CSTP: Developing as a Professional Educator

Element 6.1 - Reflecting on teaching practice in support of student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|---|---|
| TEACHER | Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs. | Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners. | Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners. | Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners. | Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning. |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.2 – Establishing professional goals and engaging in continuous and purposeful professional growth and development

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|--|---|
| TEACHER | <p>Develops goals connected to the <i>CSTP</i> through required processes and local protocols.</p> <p>Attends required professional development.</p> | <p>Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development.</p> | <p>Sets goals connected to the <i>CSTP</i> that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal goals with school and district goals, and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p> | <p>Sets and modifies authentic goals connected to the <i>CSTP</i> that are intellectually challenging and based on self-assessment and feedback from a variety of sources.</p> <p>Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.</p> | <p>Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organizations, and development opportunities to extend own teaching practice.</p> |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.3 - Collaborating with colleagues and the broader professional community to support teacher and student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|--|--|---|---|--|
| TEACHER | <p>Attends staff, grade level, department, and other required meetings and collaborations.</p> <p>Identifies student and teacher resources at the school and district level.</p> | <p>Consults with colleagues to consider how best to support teacher and student learning.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p> | <p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p> | <p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p> | <p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p> |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.4 – Working with families to support student learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|--|---|--|
| TEACHER | Is aware of the role of the family in student learning and the need for interactions with families. | Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events. | Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools. | Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms. | Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning. |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.5 – Engaging local communities in support of the instructional program

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|---|--|---|---|
| TEACHER | <p>Develops awareness about local neighborhoods and communities surrounding the school.</p> <p>Uses available neighborhood and community resources in single lessons.</p> | <p>Seeks available neighborhood and community resources.</p> <p>Includes references or connections to communities in single lessons or sequence of lessons.</p> | <p>Uses a variety of neighborhood and community resources to support the curriculum.</p> <p>Includes knowledge of communities when designing and implementing instruction.</p> | <p>Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.</p> <p>Draws from understanding of community to improve and enrich the instructional program.</p> | <p>Collaborates with community members to increase instructional and learning opportunities for students.</p> <p>Engages students in leadership and service in the community.</p> <p>Incorporates community members into the school learning community.</p> |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.6 – Managing professional responsibilities to maintain motivation and commitment to all students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

| | Emerging | Exploring | Applying | Integrating | Innovating |
|---------|---|--|---|---|--|
| TEACHER | <p>Develops an understanding of professional responsibilities.</p> <p>Seeks to meet required commitments to students.</p> | <p>Maintains professional responsibilities in timely ways and seeks support as needed.</p> <p>Demonstrates commitment by exploring ways to address individual student needs.</p> | <p>Anticipates professional responsibilities and manages time and effort required to meet expectations.</p> <p>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p> | <p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.</p> <p>Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</p> | <p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</p> <p>Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</p> |

Evidence:

Standard 6 CSTP: Developing as a Professional Educator

Element 6.7 - Demonstrating professional responsibility, integrity, and ethical conduct

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Emerging - Exploring - Applying

Integrating - Innovating

*Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.**

** As follows:*

- *Takes responsibility for student academic learning outcomes.*
- *Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.*
- *Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.*
- *Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.*
- *Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.*
- *Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.*
- *Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.*
- *Models appropriate behavior for students, colleagues, and the profession.*
- *Acts in accordance with ethical considerations for students.*
- *Maintains professional conduct and integrity in the classroom and school community.*

Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.

Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.

Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.

TEACHER

Evidence:

Continuum of Teaching Practice Writing Team (2009–10)

The *Continuum of Teaching Practice* was funded through the New Teacher Center with generous support from the Becky Morgan Family Foundation.

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Constance Baumgardt Blackburn —Teacher Representative
Brenda-Victoria (B.V.) Castillo—Public Representative
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Superintendent of Public Instruction

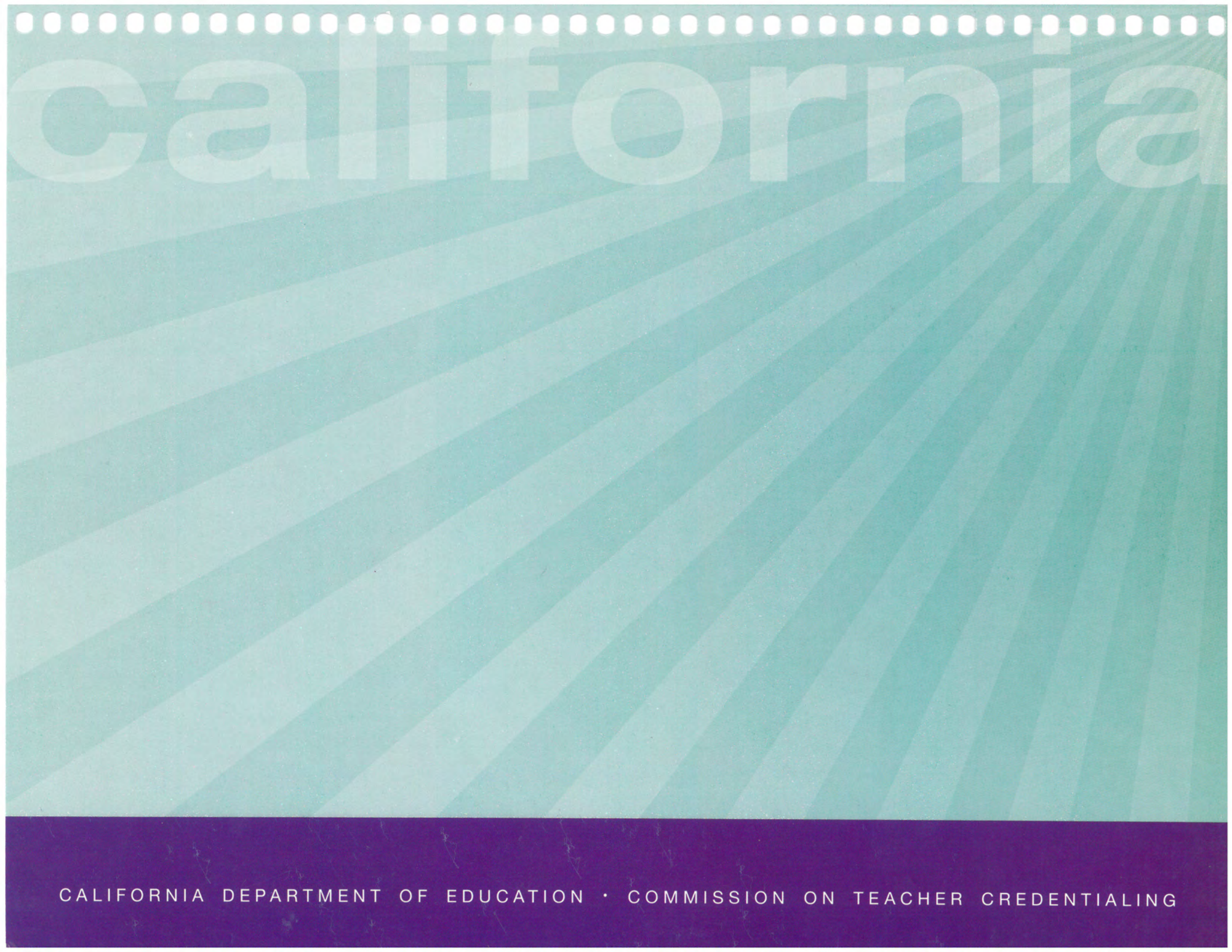
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California Standards for the Teaching Profession Advisory Panel (2008–09)

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