

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

## STANDARD ONE:

## STANDARD TWO:

<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>	<b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>
<p>1.1 Connecting students' prior knowledge, life experience, and interests with learning goals</p> <p>1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs</p> <p>1.3 Facilitating learning experiences that promote autonomy, interaction, and choice</p> <p>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p> <p>1.5 Promoting self-directed, reflective learning for all students</p>	<p>2.1 Creating a physical environment that engages all students</p> <p>2.2 Establishing a climate that promotes fairness and respect</p> <p>2.3 Promoting social development and group responsibility</p> <p>2.4 Establishing and maintaining standards for student behavior</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning</p> <p>2.6 Using instructional time effectively</p>

## STANDARD THREE:

## STANDARD FOUR:

<b>UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>	<b>PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>
<p>3.1 Demonstrating knowledge of subject matter content and student development</p> <p>3.2 Organizing curriculum to support student understanding of subject matter</p> <p>3.3 Interrelating ideas and information within and across subject matter areas</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using materials, resources, and technologies to make subject matter accessible to students</p>	<p>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing instructional activities and materials for student learning</p> <p>4.4 Designing short-term and long-term plans to foster student learning</p> <p>4.5 Modifying instructional plans to adjust for student needs</p>

## STANDARD FIVE:

## STANDARD SIX:

<b>ASSESSING STUDENT LEARNING</b>	<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>
<p>5.1 Establishing and communicating learning goals for all students</p> <p>5.2 Collecting and using multiple sources of information to assess student learning</p> <p>5.3 Involving and guiding all students in assessing their own learning</p> <p>5.4 Using the results of assessments to guide instruction</p> <p>5.5 Communicating with students, families, and other audiences about student progress</p>	<p>6.1 Reflecting on teaching practice and planning professional development</p> <p>6.2 Establishing professional goals and pursuing opportunities to grow professionally</p> <p>6.3 Working with communities to improve professional practice</p> <p>6.4 Working with families to improve professional practice</p> <p>6.5 Working with colleagues to improve professional practice</p>