California Standards for the Teaching Profession (CSTP)

Standards, Elements, and Example Indicators

STANDARD 1- Engaging and Supporting All Students in Learning

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

ELEMENT 1A **Focus on Students** Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	**EXAMPLE INDICATORS** 1A–1 Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner. 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards. 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges. 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications. 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.
ELEMENT 1B **Knowledge of Students** Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	**EXAMPLE INDICATORS** 1B–1: Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities. 1B–2: Create learning opportunities that draw on students' interests, prior experiences, culture, and linguistic assets to support active engagement for each learner. 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback. 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' linguistic assets and address the diverse needs of all students. 1B–5: Respond to and implement support for students' social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

ELEMENT 1C **Student Backgrounds and Family Engagement** Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	**EXAMPLE INDICATORS** 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections. 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student. 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences. 1C–4: Engage in re ciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support. 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.
ELEMENT 1D **Diversity and Equity** Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	**EXAMPLE INDICATORS** 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity. 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases to create an inclusive learning community where each student's unique experiences are seen and used as educational assets. 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all. 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.
STANDARD 2 - Creating and Maintaining Effective Environments for Student Learning **Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.**	
ELEMENT 2A **Learning Environment** Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.	**EXAMPLE INDICATORS** 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate for cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure. 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives. 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.

	2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving. 2A–5: Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.
ELEMENT 2B **Student Behavior** Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	**EXAMPLE INDICATORS** 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs. 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need to meet standards of behavior. 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success. 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being. 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.
ELEMENT 2C **Organizational and Resource Management** Teachers organize and manage learning structures, processes, resources, and supports to provide a safe and productive learning environment in which each student can grow and thrive.	**EXAMPLE INDICATORS** 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems. 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being. 2C–3: Coordinate logistics and resources needed to facilitate students' in-person and remote learning. 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students. 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.
ELEMENT 2D **Inclusive Environment** Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students'	**EXAMPLE INDICATORS** 2D–1: Recognize and understand students' commonalities and differences to facilitate experiences that enable each student to fully participate and grow. 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences. 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable

identities are included in classroom interactions and future learning experiences.	academic learning experiences. 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.
STANDARD 3 - Understanding and Organizing Subject Matter for Student Learning **Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.**	
ELEMENT 3A **Knowledge of Subject Matter and Pedagogy** Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.	**EXAMPLE INDICATORS** 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state adopted standards, curriculum frameworks, and technology guidelines. 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning. 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social–emotional learning. 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social–emotional development. 3A–5: Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.
ELEMENT 3B **Connecting Subject Matter to Real World Context** Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	**EXAMPLE INDICATORS** 3B–1: Prioritize students' assets, experiences, and knowledge to design meaningful preK–12 standards-based lessons that connect to practical and relevant applications. 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate. 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances. 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning. 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

ELEMENT 3C **Curriculum and Resources for Specific Students and Student Groups** Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner's growth.	EXAMPLE INDICATORS 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data. 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences. 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content. 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities 3C–5: Use the California Practitioners' Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students. 3C–6: Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.
ELEMENT 3D **Content and Skills Across Subjects** Teachers elevate learning experiences, enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	EXAMPLE INDICATORS 3D–1: Integrate key concepts, themes, and connections across subject matter areas. 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks. 3D–3: Extend students' interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications. 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths. 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.
ELEMENT 3E **Curriculum Materials and Resources** Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	EXAMPLE INDICATORS 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals. 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences. 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills. 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills. 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

STANDARD 4 - Planning Instruction and Designing Learning Experiences for All Students **Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.**	
ELEMENT 4A **Planning Instruction for Student Learning** Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	**EXAMPLE INDICATORS** 4A–1: Determine how they teach by considering what students need to learn to meet expectations and goals. 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies. 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment— will be used to create targeted learning experiences to achieve student goals and learning outcomes. 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies for individuals and student groups, to include in instructional plans. 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.
ELEMENT 4B **Designing and Developing Instruction for Student Learning** Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	**EXAMPLE INDICATORS** 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress. 4B–2: Vary the types of instructional and teaching strategies used to maximize student engagement in learning, and present opportunities for students to practice different ways of learning. 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development. 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice. 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.
ELEMENT 4C **Facilitating Instruction for Student Learning** Teachers advance student learning by employing varied instructional strategies and supports that help build	**EXAMPLE INDICATORS** 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals. 4C–2: Use curricular and instructional plans to initiate teaching and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.

students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning. 4C–4: Provide students with a variety of ways to demonstrate their learning. 4C–5: Conduct and support productive student learning experiences that are offered in person or remotely.
ELEMENT 4D **Adapting Instruction for Student Learners** Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	**EXAMPLE INDICATORS** 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development. 4D–2: Group and regroup students in ways that promote academic and social–emotional development. 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success. 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners. 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.
STANDARD 5 – Assessing Students for Learning **Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.**	
ELEMENT 5A **Understanding and Using Assessments** Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	**EXAMPLE INDICATORS** 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district. 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups. 5A–3: Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students. 5A–4: Incorporate developmentally appropriate student self-assessment, using supports (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students. 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals. 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

ELEMENT 5B **Interpreting and Using Assessment Data to Inform Student Learning** Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.	**EXAMPLE INDICATORS** 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans. 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning. 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, to meet identified goals. 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning. 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably
ELEMENT 5C **Communication of Assessment and Data** Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	**EXAMPLE INDICATORS** 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth. 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually. 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth. 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans. 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.
ELEMENT 5D **Assessment for Continuous Improvement** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	**EXAMPLE INDICATORS** 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time. 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning. 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels. 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.

	5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.
STANDARD 6 – Developing as a Professional Educator **Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.**	
ELEMENT 6A **Reflection on Practice** Teachers continuously examine and evaluate their practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	**EXAMPLE INDICATORS** 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student's learning and well-being. 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth. 6A–3: Analyze their instructional successes and dilemmas to create next steps. 6A–4: Examine their attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes. 6A–5: Reflect on their code of ethics, which guides how they teach historically and persistently underserved students.
ELEMENT 6B **Focused Professional Learning** Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction, and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	**EXAMPLE INDICATORS** 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator. 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies. 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress. 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators' improvement in key areas. 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students' backgrounds, interests, and experiences and that positively affect students' learning and well-being.
ELEMENT 6C **Collaboration with Colleagues** Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional	**EXAMPLE INDICATORS** 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment. 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.

development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable. 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes. 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.
ELEMENT 6D **Collaboration with Families, Guardians, and the Community** Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	**EXAMPLE INDICATORS** 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students. • 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students. 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities. 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
ELEMENT 6E **Ethical Conduct and Professional Responsibilities** Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	**EXAMPLE INDICATORS** 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations. 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom. 6E–3: Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families. 6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals. 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

ELEMENT 6F **Activating Access and Equity** Teachers strive to eradicate barriers to student access, engagement, opportunities, and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	**EXAMPLE INDICATORS** 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students based on their identities and lived experiences or those of their families. 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination. 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research. 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication within the classroom, school, district, and community to consistently make fair and equitable decisions on behalf of each student. 6F–5: Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.
ELEMENT 6G **Personal Growth and Well-Being** Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	**EXAMPLE INDICATORS** 6G–1: Engage in practices of self-care to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession. 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles. 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience. 6G–4: Add to and benefit from the broader knowledge base of the professional community.