This profile of California’s teaching standards supplements the report, *Updated multistate review of professional teaching standards*, published by the Regional Educational Laboratory West (REL West) in 2010. Earlier supplementary material, which reviewed California’s previous teaching standards as well as standards from Florida, Illinois, North Carolina, Ohio, and Texas, can be accessed at WestEd’s website ([www.wested.org/cs/we/view/rs/959](http://www.wested.org/cs/we/view/rs/959)).

### CALIFORNIA

**Title of teaching standards:**
*California Standards for the Teaching Profession (CSTP) (2009)*

Page length: 18

**Teaching standards**

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

The California Standards for the Teaching Profession (CSTP) were revised in 2009 “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” (p. 3). Leaders of the California Commission on Teacher Credentialing and the California Department of Education convened a statewide advisory panel to review the 1997 version of the CSTP and propose appropriate updates. The panel consisted of applicants from the teaching profession as well as key stakeholder group appointees with expertise in teacher preparation and/or effective teaching.

**Teaching standards’ target audience**

The CSTP apply to all teachers, with the preamble stating that the teaching standards “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” (p. 1).

### Structure of the teaching standards

The 18-page CSTP document begins with an introductory section that articulates a “holistic” and “developmental” vision of teaching, describes the context of teaching in California, and outlines the organizational structure of the teaching standards.
According to the CSTP, each teaching 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... for central aspects of their teaching” (p. 4).

‘Teaching standards’ approach to addressing the needs of special populations

English learner (EL) students

Recognizing or supporting diversity

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

“... support all students to use first and second language skills to achieve learning goals?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.2, Question 3, p. 5).

Differentiating instruction

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?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 1, p. 11).

“... 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?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 4, p. 11).

“... use knowledge of my English learners’ levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.1, Question 5, p. 12).

“... determine learning goals that address all students’ language abilities and diverse learning needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.2, Question 3, p. 12).

“... address the ELD standards appropriately, based on my English learners’ levels of language acquisition?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 6, p. 13).

“... strengthen existing plans for students at identified levels of English proficiency?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.5, Question 3, p. 13).

“... address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?” (Standard 5: Assessing Students for Learning, Key Element 5.4, Question 7, p. 14).

1 This standard was referenced in both the Accountability and English Learner topic areas because it refers to both “ELD standards” (Acct) and “language acquisition” (EL).
2 This standard was referenced in the Accountability, English Learner, and Students with Disabilities topic areas because it refers to “academic content standards” (Acct), “English proficiency” (EL), and “students with special needs” (SwD).
3 This standard was referenced in both the Accountability and English Learner topic areas because it refers to both “ELD standards” (Acct) and “language acquisition” (EL).
4 This standard was referenced in both the English Learner and Students with Disabilities topic areas because it refers to both “English learners” (EL) and “students with special needs” (SwD).
Selecting materials or curricula

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

“... select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 3, p. 11).5

“... select materials, resources, and technologies to support the learning needs of English learners and students with special needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 8, p. 13).6

Assessing students’ language status and development

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

“... monitor the learning of students with limited English proficiency or of students with special needs?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.6, Question 3, p. 6).7

“... build understanding of my English learners’ levels of language acquisition in order to know how to best support their learning?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.2, Question 4, p. 10).

“... use assessment results to plan instruction to support English learners?” (Standard 5: Assessing Students for Learning, Key Element 5.3, Question 5, p. 14).

Students with disabilities

Assessing students with disabilities

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

“... monitor the learning of students with limited English proficiency or of students with special needs?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.6, Question 3, p. 6).8

“... build understanding of my students with special needs in order to know how and when to differentiate instruction?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.2, Question 5, p. 10).

Differentiating instruction

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

“... adapt routines, procedures, and norms to ensure the success of students with special needs?” (Standard 2: Creating and Maintaining Effective Environments for Student Learning, Key Element 2.6, Question 6, p. 8).

“... address the Individual Education Plan (IEP) goals and objectives of my students with special needs?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 2, p. 11).

5 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
6 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
7 This standard was referenced in both the English Learner and Students with Disabilities topic areas because it refers to both “English learners” (EL) and “students with special needs” (SwD).
8 This standard was referenced in both the English Learner and Students with Disabilities topic areas because it refers to both “English learners” (EL) and “students with special needs” (SwD).
... select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 3, p. 11).

... 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?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 4, p. 11).

... address the IEP goals and objectives of my students with special needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 7, p. 13).

... select materials, resources, and technologies to support the learning needs of English learners and students with special needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 8, p. 13).

... strengthen existing plans for students with special needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.5, Question 4, p. 13).

... address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?” (Standard 5: Assessing Students for Learning, Key Element 5.4, Question 7, p. 14).

Using education technology

Identifying technology and evaluating its instructional value

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?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.5, Question 1, p. 11).

... select materials, resources, and technologies to support differentiated student learning of the subject matter?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.5, Question 2, p. 11).

... select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 3, p. 11).

... select materials, resources, and technologies to support the learning needs of English learners and students with special needs?” (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 8, p. 13).

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9 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
10 This standard was referenced in the Accountability, English Learner, and Students with Disabilities topic areas because it refers to “academic content standards” (Acct), “English proficiency” (EL), and “students with special needs” (SwD).
11 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
12 This standard was referenced in both the English Learner and Students with Disabilities topic areas because it refers to both “English learners” (EL) and “students with special needs” (SwD).
13 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
14 This standard was referenced in the Education Technology, English Learner, and Students with Disabilities topic areas because it refers to “technologies” (Tech), “English learners” (EL), and “students with special needs” (SwD).
“... become familiar with and select technology resources that support assessment practices?” (Standard 5: Assessing Students for Learning, Key Element 5.6, Question 1, p. 15).

Effectively integrating technology into instruction
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... utilize multiple types of technology to facilitate learning?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.4, Question 6, p. 5).

“... help students to develop and use strategies and technologies for accessing knowledge and information?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.5, Question 8, p. 6).

“... provide students access to resources, technologies, and comfortable workspaces?” (Standard 2: Creating and Maintaining Effective Environments for Student Learning, Key Element 2.2, Question 4, p. 7).

“... use technologies to convey key concepts in the subject matter?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.5, Question 4, p. 11).

Using technology to assess students
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... use technology to analyze student learning and inform instruction?” (Standard 5: Assessing Students for Learning, Key Element 5.6, Question 2, p. 15).

Demonstrating competency with and interest in technology
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... expand my knowledge and effective application of new instructional methods and technologies?” (Standard 6: Developing as a Professional Educator, Key Element 6.2, Question 7, p. 16).

Collaborating and communicating on the use of technological tools
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... use appropriate technology resources to communicate students’ learning to students and their families?” (Standard 5: Assessing Students for Learning, Key Element 5.6, Question 3, p. 15).

Using assistive technology for students
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students’ diverse learning needs?” (Standard 1: Engaging and Supporting All Students in Learning, Key Element 1.4, Question 5, p. 5).

Considering accountability and student learning standards
Knowing and understanding standards
As teachers develop, they may ask, ‘How do I...’ or ‘Why do I...’
“... identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.1, Question 3, p. 10).

“... maintain and utilize current understanding of relevant content standards and frameworks?” (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.1, Question 6, p. 10).
"... 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?" (Standard 6: Developing as a Professional Educator, Key Element 6.7, Question 2, p. 17).

Using standards to plan instruction

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

"... plan lessons and units that promote access to academic content standards for all students?" (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.1, Question 4, p. 12).

"... establish long-term and short-term goals that are based on academic content standards and reflect students’ strengths, interests, and needs?" (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.2, Question 2, p. 12).

Delivering standards-based instruction

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

"... identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?" (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.1, Question 3, p. 10).15

"... utilize standards-aligned and/or adopted curriculum in ways that support student learning?" (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.3, Question 5, p. 10).

"... address the English Language Development (ELD) standards as they relate to my English learners’ levels of language acquisition?" (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 1, p. 11).16

"... 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?" (Standard 3: Understanding and Organizing Subject Matter for Student Learning, Key Element 3.6, Question 4, p. 11).17

"... address the ELD standards appropriately, based on my English learners’ levels of language acquisition?" (Standard 4: Planning Instruction and Designing Learning Experiences for All Students, Key Element 4.4, Question 6, p. 13).18

Reference


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15 This standard also appears in the above section: Knowing and understanding standards.
16 This standard was referenced in both the Accountability and English Learner topic areas because it refers to both “ELD standards” (Acct) and “language acquisition” (EL).
17 This standard was referenced in the Accountability, English Learner, and Students with Disabilities topic areas because it refers to “academic content standards” (Acct), “English proficiency” (EL), and “students with special needs” (SwD).
18 This standard was referenced in both the Accountability and English Learner topic areas because it refers to both “ELD standards” (Acct) and “language acquisition” (EL).