

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1-1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1-3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1-5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2-1 Creating a physical environment that engages all students
- 2-2 Establishing a climate that promotes fairness and respect
- 2-3 Promoting social development and group responsibility
- 2-4 Establishing and maintaining standards for student behavior
- 2-5 Planning and implementing classroom procedures and routines that support student learning
- 2-6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3-1 Demonstrating knowledge of subject matter content and student development
- 3-2 Organizing curriculum to support student understanding of subject matter
- 3-3 Interrelating ideas and information within and across subject matter areas
- 3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3-5 Using material, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4-2 Establishing and articulating goals for student learning
- 4-3 Developing and sequencing instructional activities and materials for student learning
- 4-4 Designing short-term and long term plans to foster student learning
- 4-5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5-1 Establishing and communicating learning goals for all students
- 5-2 Collecting and using multiple sources of information to assess student learning
- 5-3 Involving and guiding all students in assessing their own learning
- 5-4 Using the results of assessments to guide instruction
- 5-5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6-1 Reflecting on teaching practice and planning professional development
- 6-2 Establishing professional goals and pursuing opportunities to grow professionally
- 6-3 Working with communities to improve professional practice
- 6-4 Working with families to improve professional practice
- 6-5 Working with colleagues to improve professional practice
- 6-6 Balances professional responsibilities and maintains motivation

Comparison of TPE and CSTP

TPE	CSTP
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</p> <p>TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</p>	<p><i>Key Element:</i> Demonstrating knowledge of subject matter content and student development.</p> <p><i>Key Element:</i> Organizing curriculum to support student understanding of subject matter.</p> <p><i>Key Element:</i> Interrelating ideas and information within and across subject matter areas.</p> <p><i>Key Element:</i> Developing student understanding through instructional strategies that are appropriate to the subject matter.</p> <p><i>Key Element:</i> Using materials, resources, and technologies to make subject matter accessible to students.</p>
B. ASSESSING STUDENT LEARNING	ASSESSING STUDENT LEARNING (5)
<p>TPE 2: Monitoring Student Learning During Instruction</p> <p>TPE 3: Interpretation and Use of Assessments</p>	<p><i>Key Element:</i> Establishing and communicating learning goals for all students.</p> <p><i>Key Element:</i> Collecting and using multiple sources of information to assess student learning.</p> <p><i>Key Element:</i> Involving and guiding all students in assessing their own learning.</p> <p><i>Key Element:</i> Using the results of assessments to guide instruction.</p> <p><i>Key Element:</i> Communicating with students, families, and other audiences about student progress.</p>
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1)
<p>TPE 4: Making Content Accessible</p> <p>TPE 5: Student Engagement</p> <p>TPE 6: Developing Appropriate Teaching Practices</p> <p>TPE 6A: Developmentally Appropriate Practices in Grades K-3</p> <p>TPE 6B: Developmentally Appropriate Practices in Grades 4-8</p> <p>TPE 6C: Developmentally Appropriate Practices in Grades 9-12</p> <p>TPE 4: Teaching English Language Learners</p>	<p><i>Key Element:</i> Connecting students' prior knowledge, life experience, and interests with learning goals.</p> <p><i>Key Element:</i> Using a variety of instructional strategies and resources to respond to students' diverse needs.</p> <p><i>Key Element:</i> Facilitating learning experiences that promote autonomy, interaction, and choice.</p> <p><i>Key Element:</i> Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p><i>Key Element:</i> Promoting self-directed, reflective learning for all students.</p>

Comparison of TPE and CSTP

TPE	CSTP
D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES (4)
<p>TPE 8: Learning about Students</p> <p>TPE 9: Instructional Planning</p>	<p>Key Element: Drawing on and valuing students' backgrounds, interests, and developmental learning needs.</p> <p>Key Element: Establishing and articulating goals for student learning.</p> <p>Key Element: Developing and sequencing instructional activities and materials for students learning.</p> <p>Key Element: Designing short-term and long-term plans to foster students learning.</p> <p>Key Element: Modifying instructional plans to adjust for student needs.</p>
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)
<p>TPE 10: Instructional Time</p> <p>TPE 11: Social Environment</p>	<p>Key Element: Creating a physical environment that engages all students.</p> <p>Key Element: Establishing a climate that promotes fairness and respect.</p> <p>Key Element: Promoting social development and group responsibility.</p> <p>Key Element: Establishing and maintaining standards for student behavior.</p> <p>Key Element: Planning and implementing classroom procedures and routines that support student learning.</p> <p>Key Element: Using instructional time effectively.</p>
F. DEVELOPING AS A PROFESSIONAL EDUCATOR	DEVELOPING AS A PROFESSIONAL EDUCATOR (6)
<p>TPE 12: Professional, Legal, and Ethical Obligations</p> <p>TPE 13: Professional Growth</p>	<p>Key Element: Reflecting on teaching practice and planning professional development.</p> <p>Key Element: Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>Key Element: Working with communities to improve professional practice.</p> <p>Key Element: Working with families to improve professional practice.</p> <p>Key Element: Working with colleagues to improve professional practice.</p> <p>Key Element: Balancing professional responsibilities and maintaining motivation.</p>