

The California Standards for the Teaching Profession and Questions for Reflective Conversations

Elements of the California Standards for the Teaching Profession

Questions for Support Providers to Ask:

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| <p><u>Standard One:</u> <u>Engaging and Supporting All Students in Learning</u></p> <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>How might you...? What are some ways to...? In what ways do you...?</p> <ul style="list-style-type: none"> • Help students to see the connections between what they already know and the new material? • Help students to connect classroom learning to their life experiences and cultural understandings? • Open a lesson or unit to capture attention and engage students? • Engage all students in a variety of learning experiences that accommodate the different ways they learn? • Use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand? • Use technologies to engage students and enhance learning? • Provide a variety of grouping structures to promote student interactions and learning? • Support and monitor student collaboration during learning activities? • Help all students to analyze and draw valid conclusions about content being learned? • Explain clear learning goals for all students in each activity or lesson? • Help all students to develop and use strategies for reflecting on and monitoring their own learning? |
| <p><u>Standard Two:</u> <u>Creating and Maintaining Effective Environments for Student Learning</u></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>How do you ensure that you...? What evidence indicates that you...?</p> <ul style="list-style-type: none"> • Create a classroom environment that reflects and promotes learning? • Make the classroom safe and accessible for all students? • Help students transition smoothly and efficiently from one instructional activity to the next? • Encourage, support, and recognize the achievements and contributions of all students? • Understand and respond to inappropriate behaviors in an efficient, fair, and equitable way? • Help all students to accept and respect different ideas, feelings, and points of view? • Use classroom rules and procedures to support all students in assuming responsibility for themselves and one another? • Establish and consistently maintain standards for behavior that reflect students' developmental and personal needs? • Balance instructional, preparation, administrative, and managerial time? • Organize and pace instruction to optimize learning time? • Develop classroom procedures and routines that promote a climate of fairness and respect? • Redirect student off-task behavior in the most productive way? |
| <p><u>Standard Three:</u> <u>Understanding and Organizing Subject Matter for Student Learning</u></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> | <p>What might I see as an indicator that you...? What methods do you use to...?</p> <ul style="list-style-type: none"> • Ensure that your knowledge of the subject matter incorporates different perspectives? • Build understanding of students' cognitive and linguistic development in order to differentiate instruction? • Use your knowledge of development to organize and sequence the curriculum to increase student understanding? • Incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter? • Help all students to see relationships and connections across subject matter areas? • Help all students to apply learning in order to solve problems? • Select materials, resources, and technologies to support subject matter instruction of your English learners and students with special needs? • Use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas? • Select and use instructional materials and resources that promote students' understanding of subject matter? • Use technologies to improve student technological literacy as well as to support content development? |

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| <p><u>Standard Four:</u> <u>Planning Instruction and Designing Learning Experiences for All Students</u></p> <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>As you plan your next lesson, how might you...?</p> <ul style="list-style-type: none"> • Incorporate students' prior knowledge and experiences in the curriculum and instructional planning? • Design lessons that promote subject matter knowledge and language development for second language learners? • Collaborate with colleagues to make instructional decisions? • Establish short-term and long-term goals for student learning? • Create learning goals that address all students' language, experience, and home/school expectations? • Sequence instruction to help students see relationships and connections across subject matter areas? • Use your knowledge of subject matter and your students to plan and pace instructional activities within a lesson and over time? • Plan to ensure access to challenging academic content for the full range of learners? • Monitor and adjust lessons, remediate or accelerate instruction, and individualize when appropriate? • Reflect on your teaching to inform planning future lessons? |
| <p><u>Standard Five:</u> <u>Assessing Students for Learning</u></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>How can you more effectively...? What is one idea to...?</p> <ul style="list-style-type: none"> • Involve students and families in establishing goals for learning? • Ensure that goals for learning are appropriate to students' development, language acquisition, or other special needs? • Work with other educators to establish learning goals and assessment tools that promote student learning? • Use a variety of assessments to determine what students know? • Use a range of assessment strategies to implement and monitor individualized student learning goals, including IEP goals? • Work with families to gather information about students and learning? • Model self-assessment strategies for all students? • Provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom? • Use formal and informal assessment data to monitor your teaching and guide your planning? • Design instruction and develop tools to help all students assess their work and reflect on their learning goals? • Use technologies to analyze assessment data and inform instruction to differentiate for students' individual needs? • Provide all students with information about their progress as they engage in learning activities? • Communicate the results of assessments with your students and their families? |
| <p><u>Standard Six:</u> <u>Developing as a Professional Educator</u></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> | <p>As you reflect on your professional development, how might you...?</p> <ul style="list-style-type: none"> • Reflect on your instructional successes and dilemmas to move your practice forward? • Formulate professional development plans that are based upon your reflection and analysis? • Use professional literature, district professional development, and other professional opportunities to increase your understanding of teaching? • Find support and develop strategies to manage stress and balance personal needs and professional responsibilities? • Seek out and use resources from the local community and businesses to support student learning? • Engage families as sources of knowledge about students' linguistic and social backgrounds? • Address the complications and challenges of teaching? • Observe in classrooms and collaborate with colleagues to improve your teaching? • Demonstrate professional conduct and integrity in the classroom and school community? • Provide opportunities for all families to participate in the classroom and school community? |