

CSTP

1997 and 2009 Standard Elements

1997	Standard	2009
<p>1.1 Connecting with 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 all 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>1</p> <p>Engaging and Supporting All Students in Learning</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>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>	<p>2</p> <p>Creating and Maintaining Effective Environments for Student Learning</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>

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<p>3.1 Demonstrating knowledge of subject matter content and student development</p> <p>3.2 Organizing curriculum to support students' 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>	3 Understanding and Organizing Subject Matter for Student Learning	<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 content</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>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>	4 Planning Instruction and Designing Learning Experiences for All Students	<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>

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<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>5</p> <p>Assessing Students for Learning</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>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> <p>6.6 Balancing professional responsibility and maintaining motivation</p>	<p>6</p> <p>Developing as a Professional Educator</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>