Standard	Description	Substandards	Course	Current Status
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach, and they integrate these concepts with CS practices.	1a. Apply CS practices: Apply CS and computational thinking practices in flexible and appropriate ways. Practices include: Fostering an Inclusive Computing Culture, Collaborating Around Computing, Communicating About Computing, Recognizing and Defining Computational Problems, Developing and Using Abstractions, Creating Computational Artifacts, and Testing and Refining Computational Artifacts.	TLP	Already Meeting
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1b. Apply knowledge of computing systems: Apply knowledge of how hardware and software function to input, process, store, and output information within computing systems by analyzing interactions, designing projects, and troubleshooting problems.	FCCS	Progressing
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1c. Model networks and the Internet: Model how computing devices connect via networks and the Internet to facilitate communication, and explain tradeoffs between usability and security.	FCCS	Already Meeting
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1d. Use and analyze data: Collect, store, transform, and analyze digital data to better understand the world and make more accurate predictions.	FOP, DSA, FCCS	Already Meeting
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1e. Develop programs and interpret algorithms: Design, implement, debug, and review programs in an iterative process using appropriate CS tools and technologies. Interpret algorithms, and explain tradeoffs associated with different algorithms.	FOP	Progressing
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1e. Develop programs and interpret algorithms: Design, implement, debug, and review programs in an iterative process using appropriate CS tools and technologies. Interpret algorithms, and explain tradeoffs associated with different algorithms.	DSA	Already Meeting

Standard	Description	Substandards	Course	Current Status
Standard 1. CS Knowledge & Skills	Effective CS teachers demonstrate and continuously develop thorough knowledge of CS content. They demonstrate proficiency with the CS concepts of the grade bands they teach,	1f. Analyze impacts of computing: Analyze how people influence computing through their behaviors, cultural norms, and social interactions, as well as how computing impacts society in both positive and negative ways.	FCCS	Already Meeting
Standard 2. Equity and Inclusion	Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access,	2a. Examine issues of equity in CS: Examine how structural barriers and social and psychological factors contribute to inequitable access, engagement, and achievement in CS among marginalized groups. Reflect on how issues of equity manifest in their own CS teaching context.	TLP/Methods	Already Meeting
Standard 2. Equity and Inclusion	Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access,	2b. Minimize threats to inclusion: Develop purposeful strategies to proactively challenge unconscious bias and minimize stereotype threat in CS.	TLP/Methods	Already Meeting
Standard 2. Equity and Inclusion	Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access,	2c. Represent diverse perspectives: Incorporate diverse perspectives and experiences of individuals from marginalized groups in curricular materials and instruction.	TLP/Methods	Progressing
Standard 2. Equity and Inclusion	Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access,	2d. Use data for decision-making to improve equity: Create and implement a plan to improve access, engagement, and full participation in CS using classroom data to inform decision-making.	Methods	Progressing
Standard 2. Equity and Inclusion	Effective CS teachers proactively advocate for equity and inclusion in the CS classroom. They work towards an intentional, equity-focused vision to improve access,	2e. Use accessible instructional materials: Evaluate tools and curricula and leverage resources to improve accessibility for all students.	Methods	Progressing

Standard	Description	Substandards	Course	Current Status
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3a. Pursue targeted professional development: Develop and implement a plan for targeted professional development to continuously deepen their CS content and pedagogical knowledge and skills.	Methods	Already Meeting
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3b. Model continuous learning: Model willingness to learn from others and to continuously develop new skills. Demonstrate comfort in problem solving and perseverance when encountering new or challenging content.	Whole Program	Already Meeting
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3c. Examine and counteract personal bias: Examine how their personal perspective, privilege, and power impact student success and classroom culture, and continuously work to counteract biases.	TLP	Already Meeting
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3d. Commit to the mission of CS for all students: Develop a personal teaching philosophy reflecting that all students can and should learn CS.	TLP/Methods	Already Meeting
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3e. Leverage community resources: Identify and connect resources in the local community and broader CS ecosystem to support student learning in CS.	TLP/Methods	Already Meeting
Standard 3. Professional Growth and Identity:	Effective CS teachers continuously develop their knowledge, practice, and professional identity to keep pace with the rapidly evolving discipline. They participate in the	3f. Participate in CS professional learning communities: Participate in CS professional learning communities (PLCs) to collaborate with peers, celebrate successes, share lessons learned, and address challenges.	Whole Program	Already Meeting

Standard	Description	Substandards	Course	Current Status
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4a. Analyze CS curricula: Analyze CS curricula for implementation in their classrooms in terms of CS standards alignment, accuracy, completeness of content, cultural relevance, and accessibility.	Methods	Already Meeting
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4b. Develop standards-aligned learning experiences: Design and adapt learning experiences that align to comprehensive K-12 computer science standards.	Methods	Already Meeting
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4c. Design inclusive learning experiences: Use Universal Design for Learning (UDL), Culturally Relevant Pedagogy (CRP), and other techniques to support all students in successfully accessing and engaging with content.	TLP/Methods	Already Meeting
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4d. Build connections between CS and other disciplines: Design learning experiences that make connections to other disciplines and real-world contexts.	TLP/Methods	Progressing
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4e. Plan projects that have personal meaning to students: Plan opportunities for students to create and share open-ended and personally meaningful projects.	TLP	Already Meeting
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4f. Plan instruction to foster student understanding: Plan activities that use evidence-based, CS-specific teaching strategies to develop students' conceptual understanding and proactively address student misconceptions in CS.	Methods	Already Meeting

Standard	Description	Substandards	Course	Current Status
Standard 4. Instructional Design	Effective CS teachers design learning experiences that engage students in problem solving and creative expression through CS, using pedagogical content knowledge (PCK). They	4g. Inform instruction through assessment: Develop multiple forms and modalities of assessment to provide feedback and support. Use resulting data for instructional decision-making and differentiation.	Methods	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5a. Use inquiry to facilitate student learning: Use inquiry-based learning to enhance student understanding of CS content.	TLP	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5a. Use inquiry to facilitate student learning: Use inquiry-based learning to enhance student understanding of CS content.	Whole Program	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5b. Cultivate a positive classroom climate: Cultivate a positive classroom climate that values and amplifies varied perspectives, abilities, approaches, and solutions.	TLP	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5c. Promote student self-efficacy: Promote student self-efficacy by facilitating student creativity, choice in product and process, and self-directed learning.	TLP and Methods	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5d. Support student collaboration: Provide structured opportunities for students to collaborate in CS. Develop students' ability to provide, receive, and respond to constructive feedback in the design, implementation, and review of computational artifacts.	Whole Program	Already Meeting

Standard	Description	Substandards	Course	Current Status
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5e. Encourage student communication: Create and scaffold meaningful opportunities for students to discuss, read, and write about CS concepts and how they integrate CS practices.	Whole Program	Already Meeting
Standard 5. Classroom Practice	Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered	5f. Guide students' use of feedback: Use formative assessments to provide timely, specific, and actionable feedback to students and to adjust instruction. Develop students' ability to interpret and use feedback from computers, teachers, peers, and community.	Whole Program	Progressing