These Standards are aspirational and dependent on sustained professional development (PD) and learning. We intend to provide a level of specificity that both offers sufficient guidance to novice CS teachers while allowing experienced CS teachers space for professional growth. This is critical because CS teachers enter the field from many different areas of specialization, and their preparation varies significantly. Each indicator is not an expectation of current knowledge, but instead a roadmap to help teachers from multiple entry points identify strengths and areas of need. We hope teachers use this information to seek out targeted professional development opportunities to increase their mastery.

Audience

These Standards are designed for both novice and experienced teachers who primarily teach computer science. While we anticipate that many in the CS education community will find value in these Standards, we designed them for a few specific audiences:

- **Schools of education** will use these Standards to develop new or refine existing pre-service programs.
- **PD providers** will use these Standards to develop new or refine existing in-service professional learning programs.
- **State, district, and site leaders** will use these Standards to develop pathways for certification and support their CS teachers in setting and meeting professional learning goals.
- **K-12 CS teachers** will use these Standards to reflect on their own strengths and areas of growth, set professional goals, and identify targeted PD opportunities to meet these goals.

Development

The CSTA Standards for CS Teachers are written and maintained by teacher members of the Computer Science Teachers Association (CSTA), a nonprofit organization dedicated to empowering, engaging, and advocating for K-12 CS teachers worldwide. These Standards were first created and published by the International Society for Technology in Education (ISTE) in 2003 as the Standards for CS Educators, last updated in 2011, and rewritten in 2019 in partnership with ISTE, for release in 2020.

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A full version of these Standards, with supplementary information and resources, is available online at http://csteachers.org/teacherstandards.
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, including computational thinking. They also understand the progression of content before and after the grade bands they teach.

1a. Apply CS practices
1b. Apply knowledge of computing systems
1c. Model networks and the Internet
1d. Use and analyze data
1e. Develop programs and interpret algorithms
1f. Analyze impacts of computing

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, engagement, and achievement for all of their students in CS.

2a. Examine issues of equity in CS
2b. Minimize threats to inclusion
2c. Represent diverse perspectives
2d. Use data for decision-making to improve equity
2e. Use accessible instructional materials

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 larger CS education community and collaborate with others to develop the skills that enable all students to succeed in their classes.

3a. Pursue targeted professional development
3b. Model continuous learning
3c. Examine and counteract personal bias
3d. Commit to the mission of CS for all students
3e. Leverage community resources
3f. Participate in CS professional learning communities

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 plan to meet the varied learning, cultural, linguistic, and motivational needs of individual students in order to build student self-efficacy and capacity in CS.

4a. Analyze CS curricula
4b. Develop standards-aligned learning experiences
4c. Design inclusive learning experiences
4d. Build connections between CS and other disciplines
4e. Plan projects that have personal meaning to students
4f. Plan instruction to foster student understanding
4g. Inform instruction through assessment

Standard 5. Classroom Practice
Effective CS teachers are responsive classroom practitioners who implement evidence-based pedagogy to facilitate meaningful experiences and produce empowered learners of CS.

5a. Use inquiry to facilitate student learning
5b. Cultivate a positive classroom climate
5c. Promote student self-efficacy
5d. Support student collaboration
5e. Encourage student communication
5f. Guide students’ use of feedback