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Information/Action

Educator Preparation Committee

Update on the Development of the Commission's Teaching Performance Expectations and Teaching Performance Assessment

Executive Summary: This agenda item presents draft Teaching Performance Expectations (TPEs) for Commission review and an update on the work to revise the CalTPA.

Policy Questions: Do the draft TPEs represent what preliminary teaching candidates should know and be able to do?

Recommended Action: Staff recommends that the Commission authorize staff to move the draft TPEs forward for a validity study as part of the CalTPA revision process. Staff also recommends that the Commission endorse the proposed changes in the Assessment Design Standards as reflected in Appendix C.

Presenters: Amy Reising, Director of Development for Teacher and Administrator Performance Assessments and Teri Clark, Director, Professional Services Division

Strategic Plan Goal:

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Update on the Development of the Commission's Teaching Performance Expectations and Teaching Performance Assessment

Introduction

A set of draft Teaching Performance Expectations was presented to the Commission for information in June 2015. A field review was conducted throughout the summer. Upon further discussion with the field, staff presents a restructured draft of the TPEs for Commission review. This draft includes 43 specific expectations that align and build off the *California Standards for the Teaching Profession* (CSTP).

Further, this agenda item indicates plans to implement Commission direction to develop and issue a Request for Proposals (RFP) as part of the overall work to revise the Commission's TPA model, the CalTPA.

This item is organized into two sections:

- Discussion of TPEs and the process by which this set of teacher knowledge, skills, and abilities has been developed as a draft to guide revision teacher preparation programs and all currently-approved TPA models and the redevelopment of the CalTPA.
- A description of the intent to release a Request for Proposals to revise the CalTPA to meet the updated requirements of the Commission's adopted TPA Assessment Design Standards.

Appendix A contains a TPE Compendium focused on developmentally-appropriate teaching practices, Teaching English learners, and subject-specific pedagogical skills. The TPE Compendium provides a description of competencies for teachers that, because of the specificity and level of detail are placed in a separate document from the TPEs and are intended to serve as a reference for programs and TPA development. The language in the Compendium on developmentally-appropriate teaching practices and Teaching English learners is from the currently adopted TPEs and should be reviewed to ensure that it remains appropriate and if it is not, then revisions should be suggested. The language related to subject-specific pedagogical skills has been reviewed and updated with the assistance of staff at the California Subject Matter Projects.

The *California Standards for the Teaching Profession* are provided in Appendix B. Appendix C presents the Commission-approved *TPA Assessment Design Standards*. Staff notes that minor changes have been proposed to the Assessment Design Standards for purposes of clarity and consistency, as a result of the work to develop the revised draft TPEs. These changes are indicated by track changes in Appendix C. The Commission is asked to endorse these changes at this meeting to support the redevelopment of the TPAs.

Section 1: Teaching Performance Expectations (TPEs)

Teaching Performance Expectations (TPEs) form the foundation of what teachers new to the profession should know and be able to demonstrate at the point of initial licensure. The TPEs

play an integral role in determining the design and delivery of teacher preparation program curriculum and fieldwork experiences for candidates. Consistent with statute, Commission-approved Teaching Performance Assessments (TPAs) measure TPEs and are expected to provide critical and detailed feedback that a newly prepared teacher needs to improve and enhance his/her teaching practice.

The first set of TPEs developed by the Commission, based on the *California Standards for the Teaching Profession* (CSTP), was adopted in 2001 following a comprehensive job analysis and study to determine its validity as a set of expectations for teacher knowledge and skill at the point of entry into teaching. Adjustments to the original draft have been made over the ensuing years in response to policy or changing conditions in schools. Most recently (2013), the TPEs were updated to ensure alignment with the California Common Core State Standards (<http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>).

As the Commission moved to strengthen and streamline its accreditation system, update preparation standards and improve performance assessments, it was necessary to conduct a deeper review of the TPEs to ensure that as a whole, they reflected the field's evolving set of expectations for teacher knowledge and ability. Beginning in fall 2014, the Commission's Preliminary Standards Work Group was tasked with conducting this review. The group worked with Commission staff to eliminate redundancies, streamline and reorganize TPEs, with detailed criteria framing essential knowledge, skills, and abilities in each domain. The group proposed the following new areas of focus:

- the use of emerging technology to enhance instruction;
- integrating the use of visual and performing arts across content areas to support teaching and learning;
- updated approaches to classroom management that support social and emotional learning;
- developing students' critical, creative, and analytic thinking required to be college and career ready; and
- more emphasis on candidate ability to work effectively with special needs students in the general education classroom, implementing approaches such as Universal Design principles, Multi-Tiered Systems of Support, and co-teaching.

Draft TPEs were presented to the Commission at its June 2015 meeting (<http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5D.pdf>). The Commission requested modifications to the draft and directed staff to work with the co-chairs of the Preliminary Standards and Performance Assessment Work Groups and collect feedback from California educators about a revised draft. Between May 30 and September 30, 2015, Commission staff circulated a survey with the revised TPEs to stakeholders for feedback. Respondents were asked whether the language was clear, if any aspects of the TPEs were not essential and should be removed, and if any essential knowledge or skill was missing that should be added. Comments and suggestions were also collected. A total of 118 educators responded to all or parts of the survey.

This survey provided an initial opportunity to gather input from the field, and was a precursor activity to conducting a full validity study of the TPEs, which will take place as part of the redevelopment process for the CalTPA. The information from this survey provides some general indication of reactions from the field.

In general, respondents noted that the language was clear in most of the draft TPEs, and that the draft TPEs represented necessary knowledge and skills for a beginning teacher. A minority of respondents also indicated their view that some content, such as restorative justice concepts and issues related to student emotional health, were either missing or needed additional emphasis within the draft standards.

Commission staff met with the chairs of the Preliminary Standards Work Group and the Performance Assessment Work Group during August and September to address feedback from the field and continued to refine the draft TPEs.

The survey results indicated that respondents felt that two TPEs, *Student Engagement* and *Healthy Learning Environments*, had missing requirements for new teachers. For *Student Engagement*, common themes of the comments focused on the following: (a) restorative justice practices should be included as a viable approach to engaging students in learning along with positive behavior intervention and supports (PBIS), (b) trauma informed care should be added to positive classroom management, (c) real-world problem solving should be emphasized along with cross disciplinary learning, and (d) new teachers should develop a growth mindset. For *Healthy Learning Environments*, comments were similar to comments made for *Student Engagement* with the addition of concern raised about bullying, harassment and bias.

The planned validity study to be conducted on the TPEs will also solicit feedback regarding topics suggested by the initial respondents as well as an overall view of the comprehensiveness of the TPEs in addressing the range of knowledge, skills, and abilities needed by beginning practitioners.

The Preliminary Standards Task Group organized their work with the TPEs to align with the *California Standards for the Teaching Profession (CSTP)* in an effort to achieve greater coherence and continuity between initial preparation, professional development during induction, and ongoing development over a teacher's career. It has been suggested that combining the TPEs and CSTPs in a single document would reduce confusion for candidates, programs and faculty who are supporting teacher candidates and helping beginning teachers grow and develop.

The table on the following pages was developed with this goal in mind. The lengthy set of TPEs presented to the Commission in June 2015 and circulated for field review between May and September of this year have been distilled into 43 specific expectations that align with and build off of the CSTPs. These 43 elements capture the essence of the Teaching Performance Expectations (TPEs) that were presented to the Commission in June 2015, but were revised to describe practice for all teachers and eliminate redundancies. Commission staff and the co-chairs of the Preliminary Standards Task Group believe this consolidated form of the TPEs/CSTPs maintains the essence of the TPEs and the essential detail necessary to guide teacher preparation programs and to revise Teaching Performance Assessments.

The California Standards for the Teaching Profession, with Embedded Teaching Performance Expectations

Note: When the term “all learners” is used in an element in this document, it includes all of the following: English learners, students with special learning needs and/or disabilities (IEP/IFSP/ITP/504 plans), Standard English learners, advanced learners, and students with other learning needs.

CSTP Domain	California Standards for the Teaching Profession and Teaching Performance Expectations
Engaging and Supporting all Students in Learning	<ol style="list-style-type: none"> 1. Apply knowledge of students, including their prior experiences, interests, and learning needs, as well as their funds of knowledge, cultural and language backgrounds to engage them in learning. 2. Connect subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning. 3. Use a variety of developmentally-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design, Multi-tiered Systems of Support (MTSS), to allow access for a wide range of learners. 4. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, and reflection. 5. Provide a supportive learning environment for students’ first and second language acquisition by using research-based instructional approaches, including focused English Language development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, as appropriate.¹ 6. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security. 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
Creating and Maintaining Effective Environments for Student	<ol style="list-style-type: none"> 1. Promote students’ social-emotional growth, development and individual responsibility, using positive behavior supports and interventions, such as restorative justice and conflict resolution, to foster a caring community where each student is treated fairly and respectfully by adults and peers. 2. Create physical/online learning environments that promote student learning, encourage productive interactions among students,

¹ See the English Learner Section of the Compendium for reference.

CSTP Domain	California Standards for the Teaching Profession and Teaching Performance Expectations
Learning	<p>reflect diversity, and are culturally responsive.</p> <ol style="list-style-type: none"> 3. Establish and maintain inclusive learning environments that are physically, mentally, intellectually, emotionally healthy and safe to enable all students to learn. 4. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom. 5. Establish and maintain clear expectations for positive classroom behavior and for student to student interactions through communicating classroom routines, procedures, and norms to students and families.
Understanding and Organizing Subject Matter for Student Learning	<ol style="list-style-type: none"> 1. Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks. 2. Use knowledge about students and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. 3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.² 4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways. 5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. 6. Adapt subject matter curriculum, organization, and planning to support the academic language development of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs.
Planning Instruction and Designing learning Experiences for All Students	<ol style="list-style-type: none"> 1. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.³ 2. Use prior knowledge about student backgrounds, developmental stages, learning needs, and assessment data to develop and communicate learning goals to students, and develop long and short term instructional plans based on those goals. 3. Use knowledge of students' prior academic knowledge, language proficiency, cultural background, and individual learning

² See Subject-Specific Pedagogical Skills in the Compendium for reference.

³ See Developmentally Appropriate Practices in the Compendium for reference.

CSTP Domain	California Standards for the Teaching Profession and Teaching Performance Expectations
Planning Instruction and Designing learning Experiences for All Students <i>(cont.)</i>	<p>needs to plan instruction.</p> <ol style="list-style-type: none"> 4. Plan, design, and implement instruction, making effective use of instructional time to maximize learning opportunities for students and provide access to the curriculum for all students through instructional strategies that include: <ul style="list-style-type: none"> • instructional technology, including assistive technology; • principles of Universal Design, Multi-tiered Systems of Support; • use of developmentally-appropriate activities and instructional materials; • opportunities for students to support each other in learning; • understanding and appropriate implementation of service delivery models • use of culturally-sensitive and appropriate resources; and • use of community resources and services as applicable. 5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans.) 6. Access resources for planning and instruction, including the expertise of colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning.
Assessing Student Learning	<ol style="list-style-type: none"> 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics. 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. 3. Involve all students in self-assessment and reflection on their learning goals and progress. 4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. 5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. 6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between

CSTP Domain	California Standards for the Teaching Profession and Teaching Performance Expectations
	<p>students with English learning needs and students with language or other disabilities.</p> <ol style="list-style-type: none"> 7. Interpret English learners assessment data to identify their level of academic proficiency in English as well as in their primary language, and use this information in planning instruction. 8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
Developing as a Professional Educator	<ol style="list-style-type: none"> 1. Reflect on one’s own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students. 2. Establish professional learning goals and make progress to improve one’s practice by routinely engaging in communication and inquiry with colleagues 3. Understand how the context, structure, and history of California public education in California affects and influence, state, district, and school governance as well as state and local education finance. 4. Understand how to involve and communicate effectively and appropriately with other adults, including peers, parents/guardians, and members of the larger school community to support teacher and student learning. 5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including the privacy, health and safety of students and families; conduct oneself with integrity; and model ethical conduct. 6. Understand and enact professional roles and responsibilities as a mandated reporter. 7. Recognize one’s own values and biases, ways in which these values and biases may positively and negatively affect teaching and learning and work to mitigate any negative impact on the teaching and learning of students. 8. Understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate use of digital content and social media.

Staff Recommendation

Staff recommends that the Commission authorize staff to move the draft TPEs forward for a validity study as part of the CalTPA revision process. Staff also recommends that the Commission endorse the proposed changes in the Assessment Design Standards as reflected in Appendix C.

Next Steps

A validity study on the revised TPEs is a normative part of assessment development work. A validity study of the TPEs will therefore be included as part of the work to update the CalTPA. Based on the results of the validity study, the TPEs will be revised if needed and brought back to the Commission for adoption in early 2016. Sponsors of teacher preparation programs will be expected to revise their programs in response to the adopted TPEs, and currently-approved TPA model owners will also be expected to revise and update their TPA models so that they are aligned with the Commission's TPA Assessment Design Standards and focus on assessing the updated TPEs. A process and timeline for program revision and for the review of TPA models will be presented the Commission's consideration at a future meeting.

Section 2: Framework for Updating the TPA System, Including Redevelopment of the CalTPA

CalTPA Development 1998-2015

California has been working with teaching performance assessments (TPAs) since 1998, when the idea was first introduced legislatively into the requirements for earning a teaching credential (SB 2042). The Commission developed and adopted standards for the design and implementation of TPAs, and worked with experts, contractors and stakeholders to build a state model for use in teacher preparation programs.

Education Code 44320.2 allows for programs and institutions to submit locally-developed models of a teaching performance assessment to the Commission for approval. Currently four Commission-approved TPA models are available for program use:

- (1) the CalTPA, developed by the CTC;
- (2) the Performance Assessment for California Teachers (PACT), developed by the PACT Consortium;
- (3) the Fresno Assessment of Student Teachers (FAST), developed by CSU Fresno; and
- (4) the edTPA, developed by Stanford University (SCALE).

Over a period of several years of development, field trials and program implementation of TPAs, faculty in teacher education programs developed a significant base of knowledge and skill around the assessment of teacher candidates, which has had a positive impact on the quality of teacher preparation in California. In 2008, passage of a Commission-approved TPA became a mandatory requirement for all candidates for a Preliminary Multiple or Single Subject Credential who entered a teacher preparation program on or after July 1, 2009.

Plan to Update the CalTPA

The adoption of revised TPA Assessment Design Standards and program-level implementation standards, and the pending adoption of revised TPEs set in motion the need to revise all Commission-approved TPA models operating in California. The 2015 State Budget provides the Commission with funding over FYs 2015-16 and 2016-17 to support revisions to the CalTPA as well as the development of a new program-route Administrator Performance Assessment (See EPC 2F). Pursuant to Commission direction, staff is preparing to release a Request for Proposals (RFP) in fall 2015 to solicit bids from prospective contractors to work with the Commission to revise the CalTPA. This work will include both a validity study for the draft revised TPEs and the redesign and redevelopment of the CalTPA.

Implications for Current TPA Models

Consistent with the provisions of statute [EC Section 44320.2(b)(1)], multiple TPA models can continue to be used in California. Once validated TPEs are adopted by the Commission, approved sponsors will need to submit evidence that they have met the revised TPA Assessment Design Standards, which will include demonstrating that the model aligns with and assesses the revised TPEs. Preparation program sponsors will need to demonstrate that they meet the revised TPA Program Implementation standards. Staff will develop a transition plan for the Commission's consideration along with the final TPEs for potential adoption once the validity study is complete.

Appendix A

TPE Compendium

Developmentally Appropriate Practices

Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, Multiple Subject teachers understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world, draw on key content from more than one subject area, and include hands-on experiences and manipulatives that help students learn. Teachers teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Teachers provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, teachers build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Teachers design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Teachers develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Teachers understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Teachers recognize and respond appropriately to these cues.

Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, Single Subject teachers establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Teachers support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

Teaching English Learners

Teachers know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, teachers select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Teachers know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.⁴ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Teachers understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

Subject-Specific Pedagogical Skills

Teachers in all disciplines should demonstrate knowledge of and ability to teach content aligned with the California Common Core State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to ensure that all students are provided curriculum and instruction that effectively merges literacy within each

⁴ Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

content area. Moreover, teachers must embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching [English-Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

1. Teaching English-Language Arts in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to design and deliver instruction that ensures all students meet or exceed the state-adopted academic content, Common Core, and English Language Development standards. They understand how to deliver a comprehensive program of rigorous instruction in Reading, Writing, Speaking and Listening, and Language within standards that establish a progression of increasing complexity. They understand the reciprocal nature of the standards and strategically plan and schedule instruction that ensures that all students meet or exceed the standards.

Teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach them effectively. Teachers know how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Teachers provide opportunities for students to develop oral communication and interpersonal skills. Teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards for students in mathematics. They facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems. Teachers engage students in the Common Core Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, and 8) Look for and express regularity in repeated reasoning.

3. Teaching History-Social Science in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content, Common Core, and English Language Development standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. Teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy, because of their shared emphasis on text, argumentation, and use of evidence. Teachers use timelines and maps to give students a sense of temporal and spatial scale. Teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Teachers teach students to independently read and comprehend instructional materials that

include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Teachers emphasize the nature of science the integration of engineering design, and the connections between science, society, technology and the environment. Further, teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data, and literacy into science pedagogy. Teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

5. Teaching Physical Education in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted content standards for physical education, Common Core, and English Language Development standards. They balance the focus of instruction between motor skill development, and concepts, principles, strategies of physical education content. Teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as utilizing their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations

presented in diverse formats. Teachers also teach students to write opinion/persuasive and expository text in the physical education and use speaking and listening. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

6. Teaching Health Education in a Multiple Subject Assignment

Multiple Subject teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted content standards for health education, Common Core, and English Language Development standards.

Teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to

access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health.

They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

Teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write opinion/persuasive and expository text in the health education and use speaking and listening. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

Multiple subject teachers are responsible for instruction in the four arts content areas, per Education Code. The four arts content areas, dance, music, theatre, and visual arts each have California Content Standards and exist as four content areas within the *CA Visual and Performing Arts Framework*. There is also a growing understanding of the positive benefits students gain from sequential instruction in each art content area, which goes beyond the learning in the specific art discipline and the realization that learning in these content areas builds transferable college and career ready skills. Learning in an art, when well taught, supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration, communication, and in navigating and understanding the diversity of the world needed for success in college and career. This should be the educational landscape for all California students.

The section topics, including content not limited to this list, outline the key concept that teachers demonstrate the ability to:

- understand and teach the foundational academic content of each arts discipline within the standards,
- facilitate the students' literacy development in the art form and in ELA,
- craft a progression of complexity,
- know the difference of discreet and interdisciplinary approaches and how to craft instruction in each within multiple subject settings,
- assess student learning in each art content areas to promote student learning,
- provide students with opportunity to see value of arts learning and skill development for their future schooling and careers,
- work in environments with single subject arts teachers (the elementary music or visual arts teacher) and/or community arts resources.

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Single Subject Assignment
2. Teaching [Mathematics](#) in a Single Subject Assignment
3. Teaching [History/Social Science](#) in a Single Subject Assignment
4. Teaching [Science](#) in a Single Subject Assignment
5. Teaching [Physical Education](#) in a Single Subject Assignment
6. Teaching [Art](#) in a Single Subject Assignment
7. Teaching [Music](#) in a Single Subject Assignment
8. Teaching [World Languages](#) in a Single Subject Assignment
9. Teaching [Agriculture](#) in a Single Subject Assignment
10. Teaching [Business](#) in a Single Subject Assignment
11. Teaching [Health](#) in a Single Subject Assignment
12. Teaching [Home Economics](#) in a Single Subject Assignment
13. Teaching [Industrial and Technology Education](#) in a Single Subject Assignment
14. Teaching [English Language Development](#) in a Single Subject Assignment

1. Teaching English-Language Arts in a Single Subject Assignment

English teachers demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts and English Language Development. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening, and language to ensure that students meet or exceed the standards. They understand how to make English-Language Arts comprehensible to students and the need for students to use all forms of language as tools for thinking, learning and communicating.

They understand how to teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Teachers teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas. Teachers understand how to teach vocabulary acquisition and use, standard English conventions, and functions of language in various contexts.

Teachers model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. They provide students the opportunity to integrate media and technology as integral tools in the classroom.

They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine

whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Single Subject Assignment

Teachers in all disciplines demonstrate knowledge of and ability to teach content aligned with the California Common Core State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to ensure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, it means that teachers must embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Mathematics teachers demonstrate the ability to teach the state-adopted academic standards for students to meet or exceed the end of the year expectations for their grade or course in order to be college and career ready by the end of grade 12. Teachers enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. Teachers help students understand different mathematical topics and make connections among them. Teachers help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, teachers use developmentally appropriate and diverse strategies to engage students in grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teachers engage students in the Common Core Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, and 8) Look for and express regularity in repeated reasoning.

3. Teaching History-Social Science in a Single Subject Assignment

History-Social Science teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards in history-social science, Common Core and English Language Development standards. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. Teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. These disciplines play a vital role in the development of student literacy, because of their shared emphasis on text, argumentation, and use of evidence. Teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. Teachers should also be able to use timelines and maps to reinforce students' sense of temporal and spatial scale. They teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Additionally, History-Social Science Single Subject teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Teachers ask questions and structure academic instruction to help students recognize bias and subjectivity in historical actors. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. Teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

4. Teaching Science in a Single Subject Assignment

Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in science, Common Core and English Language Development standards. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Teachers emphasize the nature of

science the integration of engineering design, and the connections between science, society, technology and the environment. Further, teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data, and literacy into science pedagogy. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Teachers encourage students to pursue science and engineering interests, especially students from groups underrepresented in science and engineering careers. When live animals are present in the classroom, teachers teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.

Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Additionally, teachers guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

5. Teaching Physical Education in a Single Subject Assignment

Physical education teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for physical education, Common Core, and English Language Development Standards.

They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity. Teachers build content rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.

Teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment. Further, Teachers know how to establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education.

Teachers support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. Teachers also teach students to write argumentative and expository text in the physical education, and they understand how to teach speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of physical education. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area.

Teachers design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, teachers create class environments that support students' cultural and ethnic backgrounds, ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content.

6. Teaching Art in a Single Subject Assignment

Single Subject Art Teachers demonstrate the ability to teach the state-adopted academic content and literacy for Technical Subject standards for students in Visual Arts, Common Core and English Language Development standards. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content and literacy for Technical Subject standards. They are able to design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question, supports students' development in creative processes, artistic skills and techniques, and supports students' literacy in expression and communication of ideas in both written and visual forms.

Single Subject Visual Arts Teachers model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems of given to them and of their own making. They provide secure and safe environments that allow students to take risks and approach artistic, design or aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts. Visual Arts Single Subject Teachers build students' creative problem solving process and skills, innovative and critical thinking, communication, collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques. They establish, teach and monitor procedures for the evaluation of, safe care, use, and storage of art equipment and materials used during the creative process.

Teachers understand and are able to teach students about the historical, cultural and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They

emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California. Teacher teachers guide students as they make informed critical judgments, evaluations and responses about the quality, impact and success of artworks through perceiving, analyzing, and applying differing sets of criteria. Teachers also provide their students with the skills and knowledge to develop their own relevant criteria to evaluation a work of art, design or collection of works.

Teachers teach students to independently read both literal text and visual texts, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats. Teachers also teach students to write evaluative, argumentative and expository visual arts texts and create visual images, structures, or curate a collection of objects/images to express views, statements, or facts.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of arts and design.

Teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills and lifelong learning.

7. Teaching Music in a Single Subject Assignment

Single Subject Music Teachers demonstrate the ability to teach the state-adopted academic content and literacy for Technical Subject standards for students in Music, Common Core and English Language Development standards. They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration and have facility in transposition.

Teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Teachers use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, contemporary and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Teachers instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an

understanding of developmental stages of learning in relation to music instruction.

Teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain specific text, and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music to express views, positions, or facts.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries.

Teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and ensemble classes including portfolio, video recording, audio recording, adjudication forms and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to composing music.

8. Teaching World Language in a Single Subject Assignment

World Language teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state adopted standards in World Languages, Common Core and English Language Development standards. First, and most important, they demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. In addition, teachers demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the three communicative modes (Interpretive Interpersonal and presentational and the enabling skills (Listening, Reading, Speaking and Writing) that support them, thus enabling teachers to support their students to demonstrate communicative ability in the target language and culture from level 1 to advanced. Teachers teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the target language.

Teachers demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural conventions and practical use of the target language. Teachers also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Teachers also demonstrate that they have the knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

9. Teaching Agriculture in a Single Subject Assignment

Single Subject Agriculture teachers demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture, Common Core and English Language Development standards. They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Single Subject teachers structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards. Additionally, Single Subject teachers guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. Teachers teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

10. Teaching Business in a Single Subject Assignment

Single Subject business teachers demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business for student mastery, Common Core and English Language Development standards. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Teachers enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Teachers utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

11. Teaching Health Science in a Single Subject Assignment

Health Science teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for health education, Common Core and English Language Development standards.

Single Subject Health Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in Health Science. Teachers demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy behaviors. Teachers recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are

not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions.

Teachers use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Teachers demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of health education. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

12. Teaching Home Economics in a Single Subject Assignment

Single Subject Home Economics teachers demonstrate the ability to teach the state-adopted career and technology standards for students in home economics, Common Core and English Language Development standards. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, teachers work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area. They plan assessments of student

learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

13. Teaching Industrial and Technology Education in a Single Subject Assignment

Single Subject Industrial and Technology (ITE) teachers demonstrate the ability to teach the state-adopted content standards for students in Technology Education, traditional Industrial Arts, all forms of Computer Education, Common Core and English Language Development standards. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Teachers teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, Industrial and Technology Education Single Subject teachers prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Teachers will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

14. Teaching English Language Development in a Single Subject Setting

During interrelated activities in program coursework and fieldwork, teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English Language Development and English Language Arts aligned with both sets of state-adopted standards. They understand the background, history, and legal requirements for English learner education in California and the United States. They learn and practice ways to design and deliver direct, explicit and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and

community needs. Teachers are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts.

Teachers of English Language Development understand, plan, design, implement and assess instructional outcomes for all students including the full range of English learners. They learn and practice ways to:

- Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of US cultures, the culture of schooling and how to access school and community resources.
- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English Learner students.
- Connect and contextualize reading, writing, aural, and oral language development instruction.
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Improve students' ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

Appendix B

California Standards for the Teaching Profession

STANDARD ONE	STANDARD TWO
Engaging and Supporting All Students in Learning	Creating and Maintaining Effective Environments for Student Learning
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
STANDARD THREE	STANDARD FOUR
Understanding and Organizing Subject Matter for Student Learning	Planning Instruction and Designing Learning Experiences for All Students
3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students
STANDARD FIVE	STANDARD SIX
ASSESSING STUDENTS FOR LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Appendix C:
TPA Design and Implementation Standards (revised September 2015)

California Teaching Performance Assessment Design Standards
(Adopted December 2014)

A. Assessment Design Standards

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California's Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate's status with respect to the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.

** Note: the "model sponsor" refers to the entity that represents the assessment and is responsible to programs using that model and to the Commission. Model sponsors may be a state agency, individual institutions, a consortium of institutions and/or partners, a private entity, and/or combinations of these.*

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

- 1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks and scales.
- 1(b) The TPA model sponsor must include a focus on content-specific pedagogy within the design of the TPA tasks and scoring scales to assess the candidate's ability to effectively teach the content area(s) authorized by the credential.
- 1(c) Consistent with the language of the TPEs, the model sponsor defines scoring scales so

~~different~~ candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different content-specific pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account. ~~but not explicitly anticipated in the scoring scales.~~

- 1(d) The model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners and students with special needs in the general education classroom to adequately assess the candidate's ability to effectively teach all students.
- 1(e) For Multiple Subject candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs must ~~develop a plan to~~ use local program performance assessments for History/Social Science and Science if not already included as part of the TPA.
- 1(f) The model sponsor must include a focus on classroom teaching performance within the TPA, including a video of the candidate's classroom teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.
- 1 (g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.
- 1(h) The model sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.
- 1(i) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching

Credentials in California and as information useful for determining program quality and effectiveness.

- 1(j) The model sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds.
- 1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.
- 1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.
- 1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and scales as needed.
- 1(o) The model sponsor must make all TPA materials available to the Commission upon request, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as a valid basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of

the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

- 2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.

- 2(b) Pedagogical assessment tasks and scoring scales are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.

- 2(c) The Teaching Performance Assessment system includes a comprehensive program to select and train assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring scales associated with the task. The model sponsor establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring scales are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.

- 2(d) In conjunction with the provisions of the applicable Teacher Preparation Program Standards relating to the Teaching Performance Assessment, the model sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.

- 2(e) The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing,

selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All models must include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who are trained and calibrated by the model sponsor, and whose scoring work is facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring, and informs the Commission where inconsistencies in local scoring outcomes are identified.

- 2(f) The model sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program, if the program is using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment.
- 2(g) The model sponsor conducting centralized scoring for the program provides results on the TPA to the individual candidate based on performance relative to TPE domains at minimum to the first five domains of the TPEs and/or to the specific scoring rubrics within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics and/or the first five domains of the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.
- 2(h) The model sponsor provides program level aggregate results to the Commission, in a manner, format and time frame specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission's ongoing accreditation system.

Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model over time.

Required Elements for Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

- 3(a) The model sponsor provides technical assistance to programs implementing the model ~~concerning~~ to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.
- 3(b) ~~The~~ model sponsor conducting ~~centralized~~ scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection and reporting.
- 3(c) The model sponsor is responsible for submitting an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when the results of the scoring were provided to the preparation programs, and other operational details as specified by the Commission.
- 3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment and/or to the scoring rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in K-12 standards and/or in teacher preparation standards.
- 3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the assessment which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring and what the resubmitted response must include.

Adopted Revised Preliminary Teacher Preparation Program Standards 17-19 (Draft Revised January 2015)

Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. If the program participates in the local scoring approach offered by the model sponsor, the program coordinates with the model sponsor to maintain appropriate records of scorer

calibration, recalibration, and scoring record. The program encourages faculty to become scorers. The program requires program faculty to become knowledgeable about the TPA and the TPA process so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

Required Elements for Standard 17: TPA Program Administration Processes

- 17(a) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.
- 17(b) The program places candidates only in student teaching or intern placements where the candidate is able to video [record](#) his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a video [recording](#) policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.
- 17(c) If the program participates in the local scoring approach offered by the model sponsor, the program coordinates with the model sponsor to identify local assessors.
- 17(d) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, for accreditation and for program improvement purposes.
- 17(e) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- 17(f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.
- 17(g) All programs have an appeal policy for candidates who have complaints about the program's implementation of the TPA process.
- 17 (h) The program using a local scoring process provides and implements an appeal policy, with the model [sponsor/developer](#), for candidates who do not pass the TPA.

**Standard 18: Implementation of the Teaching Performance Assessment:
Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved

teaching performance assessment model selected by the program, the passing score standard for the assessment, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work.

18(a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment
- Explaining TPA tasks and scoring rubrics
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics
- Providing support documents such as advice on making good choices about what to use within the assessment responses
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission
- Providing specific critique of candidate responses that ~~indicates~~^{suggests} alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate TPA responses (written responses or video entries) on public access social media websites.

18(b) The program provides timely formative feedback information to candidates on their performance on the TPA and relative to their mastery of the domains of the Teaching Performance Expectations (TPEs).

18(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake it. The

program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

**Standard 19: Implementation of the Teaching Performance Assessment:
Assessor Qualifications, Training, and Scoring Reliability**

The teacher preparation program choosing to implement a local scoring option follows the established selection criteria for that model to select assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA. For a program using centralized scoring conducted by the model sponsor using a national or other than local scoring pool, the model sponsor is responsible for the selection, training, and scoring reliability of assessors.