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# 2D

## Action

### *Professional Services Committee*

## **Adoption of Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials and of Preconditions for Selected Special Education Credential Programs**

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**Executive Summary:** This agenda item presents the proposed Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials and the proposed Preconditions for selected Education Specialist Credential Programs for Commission consideration and adoption.

**Recommended Action:** That the Commission adopt the proposed Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials and the proposed Preconditions for selected Education Specialist Credential Programs.

**Presenter:** Jan Jones Wadsworth, Consultant, and Larry Birch, Administrator, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

October 2009

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# **Adoption of Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials and of Preconditions for Selected Special Education Credential Programs**

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## **Introduction**

This agenda item continues the report of the work to implement the Education Specialist reforms. This agenda item has two parts. The first part of the item addresses the proposed Teaching Performance Expectations (TPEs) for the Preliminary Education Specialist Teaching Credential and provides summary information regarding the content validation of the TPEs as well as stakeholder feedback about the TPEs. The initial draft TPEs were presented to the Commission for information at the June 2009 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6D.pdf>).

The second part of the agenda item presents preconditions applicable to Education Specialist programs. These preconditions were presented to the Commission for information also at the June 2009 Commission meeting.

## **Part I: Proposed Teaching Performance Expectations**

### **Background**

One of the recommendations presented to the Commission by the Special Education Workgroup and approved by the Commission was to move toward the future use of a teaching performance assessment for special education teachers. Although development and implementation of an Education Specialist teaching performance assessment is not feasible at the present time, a necessary beginning step would be to develop Teaching Performance Expectations (TPEs) for Education Specialist Teaching Credentials that could be used immediately by programs, and, when feasible, as a basis upon which to develop a teaching performance assessment in the future.

The TPEs define what a beginning Education Specialist teacher should know and be able to do. As part of their work, the Special Education Work Group and the Design Team developed a set of TPEs that describe expectations for the performance of a beginning Education Specialist teacher. Because a set of teaching performance expectations for beginning multiple and single subject teachers had long been developed and in use in California, this document became a foundational source upon which to begin the development of the Education Specialist TPEs. Other important reference sources used by the Work Group and Design Team included national special education standards, a job analysis, the 1996 special education standards, state academic content standards, and the current standards for beginning multiple and single subject teachers.

In order to establish the validity of the proposed TPEs for beginning Education Specialist teachers, Commission staff consulted with external performance evaluation experts who had worked previously with the Commission to establish the validity of the TPEs for multiple and

single subject teachers. Since the multiple and single subject TPEs and their underlying validity served as the foundation on which the Education Specialist TPEs are based, it was appropriate to conduct a content validation survey as the means for establishing that the Education Specialist TPEs contained content appropriate to the job of a beginning Education Specialist teacher. Establishing the content validity of the Education Specialist TPEs would allow the TPEs to then appropriately serve to define what beginning Education Specialist teachers should know and be able to do, and possibly, as the basis for the development of a teaching performance assessment for Education Specialist teacher candidates.

### **Content Validation of the Proposed Teaching Performance Expectations**

Based on guidance from the Commission's performance assessment contractor, Educational Testing Service (ETS), Commission staff developed a set of four questions designed to elicit information from stakeholders that would serve to establish the content validity of the proposed Education Specialist TPEs. The same four questions were asked about each of the proposed TPEs. The questions were:

- How important are the knowledge, skills, and/or abilities addressed by this TPE for performing the job of a California public school Education Specialist teacher?
- How well does the set of descriptive statements comprising the TPE represent important examples of the knowledge, skills, and/or abilities addressed by the Education Specialist TPE?
- To what extent does the set of statements comprising the TPE, as a whole, reflect the knowledge, skills, and/or abilities needed for effective job performance by a California public school Education Specialist teacher providing instruction to K-12 students?
- Are there any competencies (knowledge, skills, and/or abilities) that should have been included in this TPE but are not represented in the descriptive statements of the Education Specialist TPE?

Respondents were also asked to indicate any additional comments they would like to make regarding these TPEs and their applicability/appropriateness for describing the expected performance of a beginning California Education Specialist teacher.

For each TPE on the survey, respondents were informed if the TPE was exactly the same as the underlying multiple and single subject TPE, or if the proposed Education Specialist had been modified and/or adapted, and, if so, in what way(s). For further clarity, respondents were also informed that for purposes of this survey, a "beginning teacher" was defined as a person who has completed his/her teacher preparation program and has been recommended for a preliminary teaching credential.

The content validation survey was available online August 10 through September 3, 2009. Respondents were asked to provide their input on each of the TPEs. In addition, some background demographic information was requested. A total of 462 individuals provided feedback on the proposed TPEs. Staff reviewed all of the responses and the analysis of the data is provided below.

### Demographics of Respondents

Stakeholders were asked to identify their current role/position. The following table indicates the number and percentage of respondents.

**Table 1**

<b>ROLE/POSITION</b>	<b>NUMBER</b>	<b>PERCENT</b>
Special Education Administrator	114	24.9%
Faculty, Teacher Preparation	113	24.7%
Special Education Teacher/Intern Teacher	113	24.7%
Other	55	12.0%
Other Related Service Provider	19	4.1%
Parent	15	3.3%
General Education Administrator	9	2.0%
District Intern Provider	7	1.5%
Personnel Director	7	1.5%
General Education Teacher/Intern Teacher	6	1.3%
Did not respond	4	
Total Responses	462	

### Analysis of the Survey Responses

Respondents were provided a range of options for the first three questions on the survey. However, the possible options differed for all three questions because the nature of the questions differed. The fourth question was open ended. The fifth question allowed stakeholders to comment on any additional input they wanted to share. Staff summarized the response options in the following manner. More detailed information on the survey responses is available in Appendix A of this agenda item:

- *How important are the knowledge, skills, and/or abilities addressed by this TPE for performing the job of a California public school Education Specialist teacher?*  
The response range was “Essential” to “Not needed”. The resulting tally (combining “Essential” and “Important”) identified a mean response of 94% in agreement with the TPEs.
- *How well does the set of descriptive statements comprising the TPE represent important examples of the knowledge, skills, and/or abilities addressed by the Education Specialist TPE?*  
The response range was “Very well” to “Inadequate, or does not represent important examples”. The resulting tally (combining “Very well” and “Well”) identified a mean response of 77% in agreement with the TPEs.

- *To what extent does the set of statements comprising the TPE, as a whole, reflect the knowledge, skills, and/or abilities needed for effective job performance by a California public school Education Specialist teacher providing instruction to K-12 students?*  
The response range was “Great extent” to “Statements do not reflect the needed knowledge, skills and/or abilities”. The resulting tally (combining “Great extent” and “Sufficient”) identified a mean response of 87% in agreement with the TPEs.
- *Are there any competencies (knowledge, skills, and/or abilities) that should have been included in this TPE but are not represented in the descriptive statements of the Education Specialist TPE?*  
On the basis of the open ended written comments, the staff proposed two recommended changes to TPE #1.

#### Proposed Modifications to the Education Specialist TPEs based on the Content Validation Survey Results

The full text of proposed revised Education Specialist TPEs for adoption is provided in Appendix B. *TPE #1, Specific Pedagogical Skills for Subject Matter Instruction* is the only TPE that the staff recommends for change based on input from the survey.

The original proposed statement reads as follows:

“Education Specialist Teaching credentials instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction in the academic subjects of their assignment based on their students’ and individualized education programs (IEP).

In summary, two issues were addressed by a number of responders. The two suggestions were as follows:

- The TPE needs to clearly state that teachers instruct, not credentials.
- Stakeholders felt there needs to be more emphasis on individualization, and less on knowing everything about every subject area at all grade levels. The concern expressed was that Education Specialists teachers need to know how to make content area accessible for students with disabilities, not how to teach everything at the same competency as the general education teachers.

Based on the comments and survey results, the recommended change in the proposed additional section for TPE #1 is to insert the word “teacher” and address “accommodations and adaptations” within the statement.

“Education Specialist teachers instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students’ needs and individualized education programs (IEP).

The table below was presented in the June 2009 agenda item and indicates the current TPEs for the multiple and single subject credentials and the proposed adaptations for the Education Specialist teaching credential. The table has been modified to account for the additional proposed language to TPE 1 as a result of stakeholder feedback.

**Table 1. Summary of Proposed TPEs for Education Specialist Teachers**

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<b><i>A. Making Subject Matter Comprehensible to Students</i></b>	
<b>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</b> <b>A: Multiple Subject</b> <b>B: Single Subject</b>	<b>TPE 1: Subject-Specific Pedagogical Skills for Education Specialist Teaching Credentials</b> <i>Language added at the end of TPE 1</i> Education Specialist <u>teachers</u> instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction <u>with accommodations and adaptations</u> in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP).
<b><i>B. Assessing Student Learning</i></b>	
<b>TPE 2: Monitoring Student Learning During Instruction</b>	<i>Language added in the first sentence of TPE 2</i> based on each student's Individualized Educational Program
<b>TPE 3: Interpretation and Use of Assessments</b>	<i>Add at the end of TPE 3</i> Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.
<b><i>C. Engaging and Supporting Students in Learning</i></b>	
<b>TPE 4: Making Content Assessable</b>	<i>Add as first sentence to TPE 4</i> Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.
<b>TPE 5: Student Engagement</b>	<i>Add at end of TPE 5</i> Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<b>TPE 6: Developmentally Appropriate Teaching Practices A-Grades K-3 B-Grades 4-8 C-Grade 9-12</b>	<b>6: Developmentally Appropriate Teaching Practices for Education Specialists</b> <i>Language added at the end of TPE 6</i> Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.
<b>TPE 7: Teaching English Learners</b>	No changes
<b><i>D. Planning Instruction and Designing Learning Experiences for Students</i></b>	
<b>TPE 8: Learning About Students</b>	No changes
<b>TPE 9: Instructional Planning</b>	No changes
<b><i>E. Creating and Maintaining Effective Environments for Student Learning</i></b>	
<b>TPE 10: Instructional Planning</b>	<i>Add at the end of TPE 10</i> Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.
<b>TPE 11: Social Environment</b>	<i>Add as first sentence to TPE 11</i> Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
<b><i>F. Developing as a Professional Educator</i></b>	
<b>TPE 12: Professional, Legal and Ethical Obligations</b>	No changes
<b>TPE 13: Professional Growth</b>	No changes

Several respondents commented on the TPEs as they relate to authorizations for specific areas. Based on both the responses to the open ended question and comments received, staff believes the intent of the TPEs for Special Education are generally reflective of the current practices in the field which inform the profession. The Education Specialist Teaching credential standards include specific content related to the uniqueness of each authorization, thus additional or modified language related to specific authorizations is not necessary in the TPEs.

## **Recommendation**

As a result of the survey results and comments from the field, staff is recommending that the Commission adopt the proposed TPEs for Education Specialists Teaching Credential Programs as included as Appendix B.

## **Part II: Proposed Preconditions for Education Specialist Teaching Credential Programs Background**

Preconditions are compliance requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution, its programs or its schools. Preconditions determine a program sponsor's eligibility for accreditation. Some preconditions are based on state laws, while other preconditions are established by Commission policy.

Some Preconditions provided below in this agenda item have already been approved by the Commission prior to June 2009. All applicable Preconditions, including those currently approved by the Commission and those being presented for consideration and potential adoption by the Commission, are presented in Appendix C. They include the following:

1. General Preconditions for all educator preparation programs. (*previously approved by the Commission, with updated wording in #9 about basic skills to be consistent with recent legislation creating options for CBEST*)
2. Preconditions for all Preliminary Education Specialist Programs (*proposed*)
3. Preconditions for Internship programs (*revised and approved in March 2009*).
4. Preconditions for Added Authorizations (*proposed*)
5. Preconditions for Clear Education Specialist Credential Programs (*proposed*)

Additional Preconditions for the remaining Other Related Services Credential Programs will be presented at a later date.

## **Recommendation**

Staff recommends that the Commission adopt the proposed Preconditions for Education Specialist Teaching Credential Programs as described above and as included in Appendix C.

## Appendix A

### Stakeholder Feedback on the Proposed TPEs

<b>How important are the knowledge, skills, and/or abilities addressed by this TPE for performing the job of a California public school Education Specialist teacher?</b>					
	Essential	Important	Nice to know but not important	Not needed	No opinion
Specific Pedagogical Skills For Subject Matter Instruction	172	82	13	4	9
Monitoring Student Learning During Instruction	176	55	5	7	5
Interpretation And Use Of Assessments	168	52	4	1	6
Making Content Accessible	161	48	4	4	4
Student Engagement	154	56	6	2	3
Developmentally Appropriate Teaching Practices	152	49	5	5	6
Teaching English Learners	137	67	5	2	3
Learning About Students	145	61	3	3	2
Instructional Planning	151	50	5	2	6
Instructional Time	158	50	1	1	3
Social Environment	157	44	4	2	3
Professional, Legal, And Ethical Obligations	147	55	3	1	5
Professional Growth	129	68	5	4	6
Totals	2007	737	63	38	61
	94 %		2 %	1 %	2 %

<b>How well does the set of descriptive statements comprising the TPE represent important examples of the knowledge, skills, and/or abilities addressed by the Education Specialist TPE?</b>					
	Very well	Well	Adequate	Inadequate	No opinion
Specific Pedagogical Skills For Subject Matter Instruction	68	109	57	37	7
Monitoring Student Learning During Instruction	79	96	44	27	1
Interpretation And Use Of Assessments	99	82	29	19	2
Making Content Accessible	98	75	25	21	4
Student Engagement	99	69	33	13	1
Developmentally Appropriate Teaching Practices	87	77	28	14	6
Teaching English Learners	98	66	30	12	5
Learning About Students	103	64	29	15	2
Instructional Planning	104	65	23	16	3
Instructional Time	95	64	37	13	1
Social Environment	87	81	25	16	0
Professional, Legal, And Ethical Obligations	111	68	19	10	3
Professional Growth	97	68	30	9	4
Totals	1225	984	409	222	39
	77 %		14 %	7 %	1 %

**To what extent does the set of statements comprising the TPE, as a whole, reflect the knowledge, skills, and/or abilities needed for effective job performance by a California public school Education Specialist teacher providing instruction to K-12 students?**

	Great Extent	Sufficient Extent	Insufficient Extent	Do not Reflect	No opinion
Specific Pedagogical Skills For Subject Matter Instruction	45	169	39	21	3
Monitoring Student Learning During Instruction	64	139	29	13	3
Interpretation And Use Of Assessments	87	114	16	6	3
Making Content Accessible	84	104	15	13	3
Student Engagement	84	109	15	5	6
Developmentally Appropriate Teaching Practices	77	106	13	11	5
Teaching English Learners	81	97	16	5	6
Learning About Students	87	99	14	7	3
Instructional Planning	95	92	14	7	3
Instructional Time	94	93	13	9	2
Social Environment	87	97	14	8	2
Professional, Legal, And Ethical Obligations	98	94	10	3	4
Professional Growth	85	100	9	10	6
Totals	1068	1413	217	118	49
	87 %		8 %	4 %	2 %

## **Appendix B**

### **Proposed TPEs for Education Specialist Teaching Credential Programs**

#### ***A. Making Subject Matter Comprehensible to Students***

##### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.

##### TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

###### **Teaching Reading-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. 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 on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

### **Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

### **Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). 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. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates 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 simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

## TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

### **Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for

thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. 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 on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help 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.

### **Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates 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. Single Subject Candidates 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.

### **Teaching History-Social Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates 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 simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. 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. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. 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 counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

### **Teaching Agriculture in a Single Subject Assignment**

Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). 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. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates 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.

### **Teaching Art in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

### **Teaching Business in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates 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. Candidates 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.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates 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. Candidates assist students to apply the knowledge of technology, reading,

writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

### **Teaching Health Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12).

Candidates 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. Candidates 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. Candidates 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. Candidates 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.

### **Teaching Home Economics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). 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. In the HERO program, candidates 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. 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.

### **Teaching Industrial and Technology Education in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education

(ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. 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. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.

Additionally, Industrial and Technology Education Single Subject candidates 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. Candidates 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.

### **Teaching Language Other Than English in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement 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 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. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

### **Teaching Music in a Single Subject Assignment**

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). 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, understand the techniques of orchestration and have facility in transposition. Candidates 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. Candidates use wide knowledge

of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates 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.

Candidates 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. 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. Candidates 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 performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

### **Teaching Physical Education in a Single Subject Assignment**

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

### ***B. Assessing Student Learning***

#### **TPE 2: Monitoring Student Learning During Instruction**

Candidates for an an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions

and misunderstandings.

### **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

### ***C. Engaging and Supporting Students in Learning***

#### **TPE 4: Making Content Assessable**

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for

students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

### **TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

### **TPE 6: Developmentally Appropriate Teaching Practices**

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.<sup>1</sup>

#### TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential 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. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the

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<sup>1</sup> TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

world around them. Candidates 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.

#### TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Teaching Credential 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. Candidates 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. Candidates 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. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

#### TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential 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. Candidates 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.

#### Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

#### **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential 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, candidates 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.

Candidates for a Teaching Credential 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.<sup>2</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates 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.

#### ***D. Planning Instruction and Designing Learning Experiences for Students***

##### **TPE 8: Learning About Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

##### **TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of

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<sup>2</sup> 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.

achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

### ***E. Creating and Maintaining Effective Environments for Student Learning***

#### **TPE 10: Instructional Planning**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

#### **TPE 11: Social Environment**

Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

### ***F. Developing as a Professional Educator***

#### **TPE 12: Professional, Legal and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism

and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

## **Appendix C**

### **Preconditions for All Education Specialist Credential Preparation Programs**

#### **General Preconditions for all Educator Preparation Programs**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
  - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
  - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more

school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.
- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).*

*For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).*

### **Clarification of General Precondition 9**

Legislative Intent General Precondition 9 does not require satisfaction of the Basic Skills Requirement for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST or other approved alternative. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission Persons residing outside of California when they apply for admission must take the CBEST or other approved alternative no later than the second available administration of the test after enrolling in the program.

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

*For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.*

## **Proposed Preconditions for Preliminary Education Specialist Teaching Credential Programs**

In addition to the Commission's ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

- (11) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code §§ 44227, 44253.1, and 44283.*
- (12) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
  - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (13) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code § 44227.*
- Education Specialists must meet the demonstration of subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.
    - a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
    - b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized

science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

- c. Those Education Specialists assigned to teach students whose students is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Precondition #13 does not apply to Early Childhood Special Education credential programs.

**(14) Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code §§ 44225(a), 44227,) and 44283.2(a).*

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) (Passage of the RICA examination does not apply to Early Childhood Special Education credential candidates §44283.2(b).)

## Preconditions for Internship Programs

*For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.*

- (11) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (12) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach, each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach, and each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (13) **Pre-Service Requirement.**
  - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.
  - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.
- (14) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
  - (a) Provisions for an annual evaluation of the district intern.
  - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
  - (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
  - (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

**(15) Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

**(16) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

**(17) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.

**(18) Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.

- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program (Reference: Education Code § 44468).

- (19) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (20) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (21) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (22) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

## **Proposed Preconditions for Education Specialist: Added Authorization Programs**

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

### **Additional Precondition for Early Childhood Special Education Added Authorization**

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Early Childhood Special Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

### **Additional Preconditions for Adapted Physical Education Added Authorization**

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

## **Proposed Preconditions for Clear Education Specialist Credential Programs**

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

- (11) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (12) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (13) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (14) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (15) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.
- (16) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.