
3B

Information/Action

Professional Services Committee

Proposed Adoption and Implementation of Revised *California Teaching Performance Expectations*

Executive Summary: This agenda item presents for potential Commission adoption the draft revised *Teaching Performance Expectations (TPEs)*, which were presented initially to the Commission in December 2012 and have since completed a field review.

Policy Question: Do the revised TPEs reflect the Commission's requirements for alignment with Common Core concepts?

Recommended Action: That the Commission adopt the revised TPEs.

Presenters: Phyllis Jacobson, Administrator, and Mike Taylor, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

March 2013

Proposed Adoption and Implementation of Revised *California Teaching Performance Expectations*

Introduction

In June 2012, the Commission approved a plan of work relating to updating the *California Teaching Performance Expectations (TPEs)* in alignment with the Common Core State Standards (<http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6D.pdf>). In December 2012, staff presented the draft revised TPEs for Commission review and discussion, and the Commission took action to move the draft revised TPEs forward to a field review (<http://www.ctc.ca.gov/commission/agendas/2012-12/2012-12-4C.pdf>). As directed by the Commission, staff further revised the TPEs to incorporate the concept of “academic language” where appropriate.

This agenda item provides an update on the field review of the draft revised TPEs and presents the final draft for Commission review and potential adoption.

Background

The TPEs were originally developed in response to mandates within the SB 2042 (Alpert, Mazzoni, 1998) legislation for development of Teaching Performance Expectations and a Teaching Performance Assessment (<http://www.ctc.ca.gov/commission/agendas/1998/1998-10.pdf>). The *California Standards for the Teaching Profession (CSTP)*, in which the TPEs are based, were most recently revised in 2009 and are consistent with approaches reflected in the Common Core State Standards (<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2C.pdf>). The plan adopted by the Commission in June 2012 to revise the TPEs in alignment with the Common Core State Standards is presented in Appendix A for reference. Work indicated in the TPE revision plan is currently on schedule.

Appendix B provides the membership of the expert panel that convened to revise the TPEs. Their work was completed in two meetings, September 20, 2012 and October 29, 2012.

Key Common Core Concepts Incorporated into the Proposed TPE Revisions

The panel infused the following key common core concepts, among others, into the proposed revisions:

- Vertical alignment of curriculum and instruction in all content areas
- Strengths and limitations of media and technology as integral tools in the classroom
- Emphasis on student collaboration, written and oral communications across the curriculum
- Emphasis on opportunities for students to read purposefully, including narrative and expository texts of increasing complexity and sophistication, across the curriculum
- Modeling risk-taking and the use of multiple approaches to problem-solving across the curriculum

- Examples of and student experiences in real-world applications of learning across the curriculum
- “Academic language” across the curriculum

The draft revised TPEs have now completed a field review. The results from the field review are discussed below, and the final draft of the revised TPEs is provided in Appendix C.

Field Review of the Draft Revised TPEs

The field review asked respondents about the degree to which each revised TPE appropriately reflects both Common Core concepts and Academic Language relative to the job role of a beginning California classroom teacher.

The vast majority of respondents indicated that each of the revised TPEs appropriately reflected both Common Core concepts and concepts of Academic Language. A total of 268 educators responded to some portion of the survey. As expected, most educators responded only to questions about the specific TPEs in which they were interested (the specific TPEs relative to a teacher’s or teacher educator’s specific content area or grade span for example); however, 85 educators did respond to every survey question.

Demographic information about field survey responders can be found in Appendix D. More than 90% of responders indicated that they hold some type of California teaching credential. Most responders indicated that they work in a teacher preparation program, or that they are trained TPA assessors, or both. Almost all responders indicated that they are either somewhat familiar with the Common Core State Standards or that they are very familiar with the Common Core State Standards.

Responders to the field-survey were asked to answer “yes”, “no”, or “not applicable” to each question regarding the appropriateness of the revision of each TPE. The table below shows the number of responders and the distribution of their responses to each survey question.

Teaching Performance Expectations		Response	Appropriately Reflects Concepts	
			Common Core	Academic Language
1A	Teaching English-Language Arts in a Multiple Subject Assignment	Yes	126	121
		No	12	20
	Teaching Mathematics in a Multiple Subject Assignment	Yes	119	114
		No	9	12
	Teaching Science in a Multiple Subject Assignment	Yes	109	106
		No	10	13
Teaching History-Social Science in a Multiple Subject Assignment	Yes	115	108	
	No	10	14	
1B	Teaching English-Language Arts in a Single Subject Assignment	Yes	85	83
		No	4	5
	Teaching Mathematics in a Single Subject Assignment	Yes	74	74
		No	7	5

Teaching Performance Expectations	Response	Appropriately Reflects Concepts		
		Common Core	Academic Language	
Teaching Science in a Single Subject Assignment	Yes	73	72	
	No	6	5	
Teaching History-Social Science in a Single Subject Assignment	Yes	77	74	
	No	7	7	
Teaching Agriculture in a Single Subject Assignment	Yes	49	49	
	No	4	3	
Teaching Art in a Single Subject Assignment	Yes	63	61	
	No	3	4	
Teaching Business in a Single Subject Assignment	Yes	50	50	
	No	2	3	
Teaching Health Science in a Single Subject Assignment	Yes	50	51	
	No	2	1	
Teaching Home Economics in a Single Subject Assignment	Yes	45	46	
	No	4	2	
Teaching Industrial and Technology Education in a Single Subject Assignment	Yes	52	50	
	No	2	3	
Teaching World Language in a Single Subject Assignment	Yes	59	58	
	No	4	5	
Teaching Music in a Single Subject Assignment	Yes	60	62	
	No	2	2	
Teaching Physical Education in a Single Subject Assignment	Yes	62	62	
	No	4	5	
2 Monitoring Student Learning During Instruction	Yes	88	83	
	No	5	5	
3 Interpretation and Use of Assessments	Yes	87	86	
	No	6	2	
4 Making Content Accessible	Yes	82	82	
	No	5	2	
5 Student Engagement	Yes	78	75	
	No	8	7	
6 Developmentally Appropriate Teaching Practices	Yes	68	61	
	No	4	8	
	Developmentally Appropriate Practices in Grades K-3	Yes	75	61
		No	4	9
Developmentally Appropriate Practices in Grades 4-8	Yes	73	63	
	No	7	8	
Developmentally Appropriate Practices in Grades 9-12	Yes	62	52	
	No	2	4	
7 Teaching English Learners	Yes	75	74	
	No	4	3	
8 Learning about Students	Yes	75	66	

Teaching Performance Expectations		Response	Appropriately Reflects Concepts	
			Common Core	Academic Language
		No	3	2
9	Instructional Planning	Yes	69	63
		No	6	4
10	Instructional Time	Yes	74	58
		No	3	0
11	Social Environment	Yes	73	61
		No	2	1
12	Professional, Legal, and Ethical Obligations	Yes	68	56
		No	2	2
13	Professional Growth	Yes	65	55
		No	6	4

Because the educators who responded to the field survey overwhelmingly indicated approval of the appropriateness of the revised TPEs in each category no further revisions have been made to the draft TPEs as presented in Appendix C.

Updating Teaching Performance Assessments

If the Commission adopts the proposed revisions to the TPEs in Appendix C, all currently approved Teaching Performance Assessments will need to be updated to ensure that each model continues to appropriately assess candidate performance on the TPEs. Program sponsors will also need to make adjustments in their programs to bring them into alignment with the Common Core State Standards and revised TPEs.

Updating teaching performance assessments, however, is part of a larger set of issues relating to the statewide implementation of the TPA. Over the past year, several agenda items have highlighted these issues, and the discussions at both Commission meetings and with stakeholders in the field who are implementing multiple models of the TPA within teacher preparation programs have provided a rich source of information for consideration.

Staff plans to synthesize the information learned over the past year regarding TPA implementation, including issues such as the effective implementation of multiple TPA models, the relationship of TPA model developers/owners to the Commission, the purpose and focus of the Commission's Assessment Design Standards, and the updating of TPA models in light of the adopted revised TPEs, and present a plan at the April 2013 meeting for moving forward on a number of these issues in a manner consistent with statute and with having multiple models as the operational paradigm for implementing the TPA in California.

Staff Recommendation

Staff recommends that the Commission adopt the revised draft TPEs as presented in Appendix C of this agenda item.

Next Steps

If the Commission adopts the draft revised TPEs, staff would inform teacher preparation program sponsors as well as the three Commission-approved TPA models plus the edTPA model currently being piloted by three California institutions. Programs would be expected to incorporate the revised TPEs within their preparation program curriculum, field work, and other candidate activities as appropriate. Further guidance will be forthcoming to the field relating to program-related TPE implementation work.

In addition, staff will be bringing an agenda item to the April 2013 Commission meeting addressing several TPA implementation issues, as described above.

Appendix A

TPE Implementation Plan Approved by the Commission in June 2012 and Current Status

Activity	Time Frame	Participants	Cost Estimate	Status
Advertise for panel members	One month (July 2012)	CTC staff, stakeholder contacts	PSD staff time	Completed July 2012
Review of applications; Executive Director appoints panel members	One week after applications close (August 2012)	Executive Director and PSD staff	Exec. Director and PSD staff time	Completed August 2012
Panel meetings	2 one-day meetings over a 2 month time frame (September-October 2012)	12 practitioners, 3 TPA psychometricians	\$25,000	Completed Sept. 20 and Oct.29, 2012
Information item to Commission; direction to proceed to field review	Next scheduled Commission meeting (December 2012)	CTC staff	PSD staff time	Completed December 2012
Field review of draft TPEs	Six weeks (December 2012-January 2013)	CTC staff	PSD staff time and electronic survey	Completed February 2013
Organize feedback, prepare agenda item, present final draft TPEs to Commission for action	Six weeks (February-March 2013)	CTC staff	PSD staff time	Completed March 2013

Appendix B

Membership of the Teaching Performance Expectations Advisory Panel

Name	Title	Institution
Meredith Fellows	Faculty/Chair	CalState TEACH
Adora Fisher	Director of Instruction	Cupertino Union School District
Ilene Foster, Ph. D.	General Education Coordinator	Claremont Graduate University
Jody Guarino, Ed. D.	Administrative Assistant Principal	Capistrano Unified School District
Gina T. Hughes, Ed. D.	Director, Innovation and Charter Schools Division	Los Angeles School District
Cathy Malone	Chair, College of Education	University of Phoenix
Margaret Lynn Martindale, Ed. D.	Lecturer, Science Education, Teacher Supervisor	University of California, Davis
Margaret Moustafa	Professor, College of Education	California State University, Los Angeles
Terin Ngo	Adjunct Assistant Professor	University of Southern California
Katherine I. Norman, Ph. D.	Professor, College of Education	California State University, Stanislaus
Robin Kezirian Perry, Ph. D.	Lead Instructor	Fresno Pacific University
Jeanne M. Stone	Lecturer, Department of Education	University of California, Irvine
Gilbert Valadez, Ed. D.	Associate Professor of Teaching, Learning and Leadership	California State University, San Marcos

Appendix C
The California Teaching Performance Expectations
Panel Revision Draft October 2012

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical skills for Subject Matter Instruction

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

Teaching English-Language Arts in a Multiple Subject Assignment

Teaching Mathematics in a Multiple Subject Assignment

Teaching Science in a Multiple Subject Assignment

Teaching History-Social Science in a Multiple Subject Assignment

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

Note: TPE1B addresses each of the thirteen statutory single subject content areas

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

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

TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8

TPE 6C: Developmentally Appropriate Practices in Grades 9 – 12

TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject and Single Subject credential holders. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single subject credential holders work in departmentalized settings and have more specialized assignments.

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

Teaching English-Language Arts in a Multiple Subject Assignment

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

Candidates create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students' use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

Teaching Mathematics in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to understand and teach the progression of the state-adopted academic content standards for students in mathematics. They facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real

world situations, and (b) appropriate apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. 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. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area.

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

Teaching History-Social Science in a Multiple Subject Assignment

Multiple Subject candidates demonstrate the ability to teach the state-adopted academic content standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. 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. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

Teaching English-Language Arts in a Single Subject Assignment

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

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

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

Teaching Mathematics in a Single Subject Assignment

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

Candidates provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion

of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

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

Teaching Science in a Single Subject Assignment

Science candidates demonstrate the ability to teach the state-adopted academic content standards for students in science. 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. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. 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.

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

Additionally, 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. They structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

History-Social Science candidates demonstrate the ability to teach the state-adopted academic content standards for students in history-social science. 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. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly

complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

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. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. 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. 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 independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

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. 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. 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.

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

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

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. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. 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 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. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates 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. 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. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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. They understand how to create home economics career pathways by planning sequences of courses for two

complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, 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. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

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. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, Industrial and Technology Education Single Subject 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 World Language in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in World Language demonstrate the ability to teach the state-adopted academic content standards as outlined in the World 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 teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

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

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. 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. Candidates teach

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

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

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

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

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs, are understanding content and making progress toward identified key concepts from state-adopted

academic standards. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning, including performance-based real-world applications, questioning strategies, work samples and products. Candidates anticipate, check for, and address common misconceptions and identified misunderstandings. They act upon the information gathered during instruction.

TPE 3: Interpretation and Use of Assessments

Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students' progress and plan instruction. 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, including the types and quality of student work samples as well as performance-based real-world applications of learning. 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 state-adopted assessment program. They know how to appropriately administer the assessment program, including implementing 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 understand the results of assessments to help students achieve the academic curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates 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 teach students the academic content described in the state-adopted academic content standards 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, lesson content and student needs. 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 use of media and other technology.

Candidates understand how to deliver a comprehensive program of rigorous instruction that includes Reading, Writing, Speaking and Listening, and Language within discipline-specific standards. They provide opportunities and adequate time for students to practice and apply what they have learned to real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They encourage the development of students' communication skills, including facilitating student interactions within classroom instruction. 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 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 as identified in the academic content standards. 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 provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. 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.

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 9-12.¹ It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate instructional practices to make content accessible to all students.

¹ 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.

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 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 understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Candidates recognize and respond appropriately to these cues.

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.

TPE 7: Teaching English Learners

Candidates 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 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.² 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 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. Candidates are knowledgeable about students' community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and 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 who need specialized instruction, including gifted students and/or students with physical

² 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.

disabilities, learning disabilities, or health conditions requiring instructional adaptations. They encourage parents to become involved and support their efforts to increase student learning.

TPE 9: Instructional Planning

Candidates 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 understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly. They establish clear long and short term goals for learning based on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so the content to be taught connects to preceding and subsequent content. They use varied teaching methods to help students meet or exceed grade level expectations. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, media and technology to meet student learning goals. Candidates reflect on and improve their planning based on their instructional experiences and analyses of student work.

Candidates develop relevant, differentiated instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs. Candidates understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates recognize and articulate the critical importance of time management in their instructional planning, and of the effects of class scheduling on planning the most effective use of instructional time. Candidates allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. Candidates consider how to achieve short and long term goals within the confines of the available instructional time and schedule. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and on consultation as appropriate, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates create a positive climate for learning. They establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior. Candidates establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. They know how to

establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner. They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social environment and its relationship to academic achievement for all students, and makes necessary adjustments based on observations of students and consultation with other teachers and students' families.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates 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 recognize and 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 and appropriately report 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.

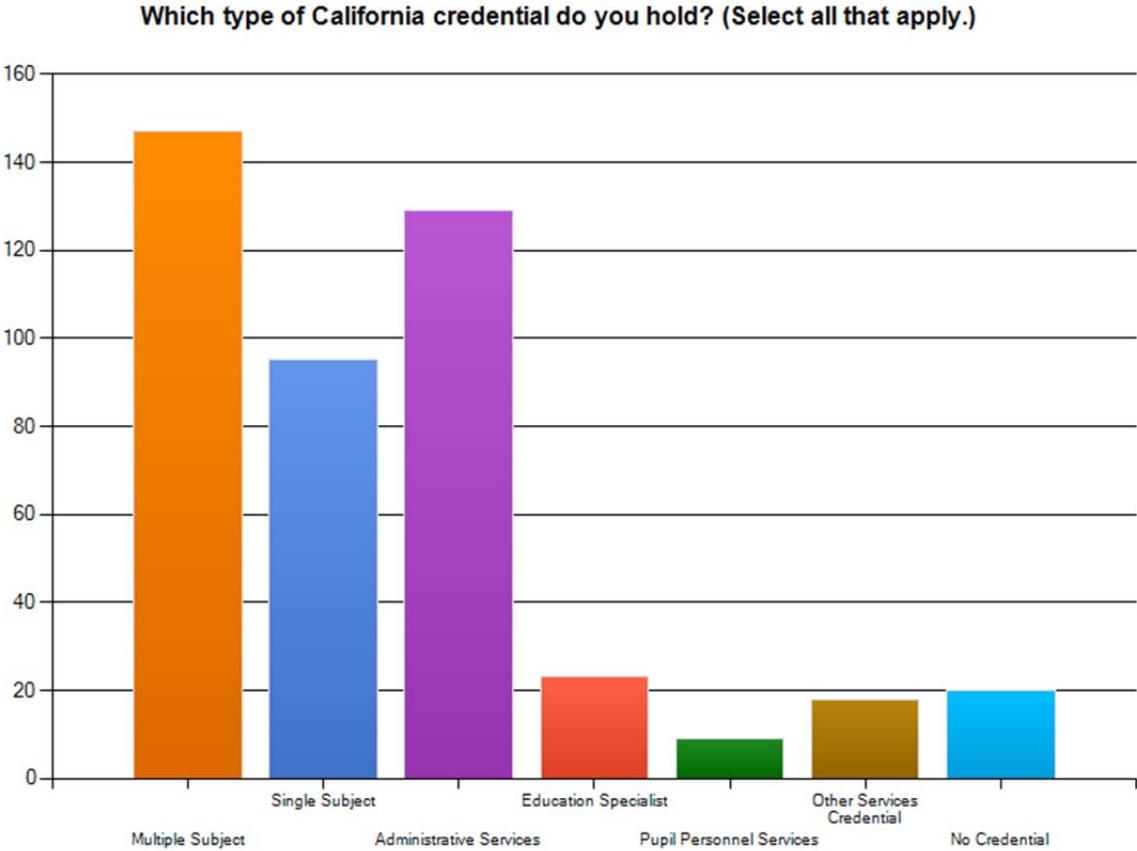
Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to both implementing student assessments, including K-12 standardized assessments, and completing required candidate assessments within the preparation program (e.g., the Teaching Performance Assessment).

TPE 13: Professional Growth

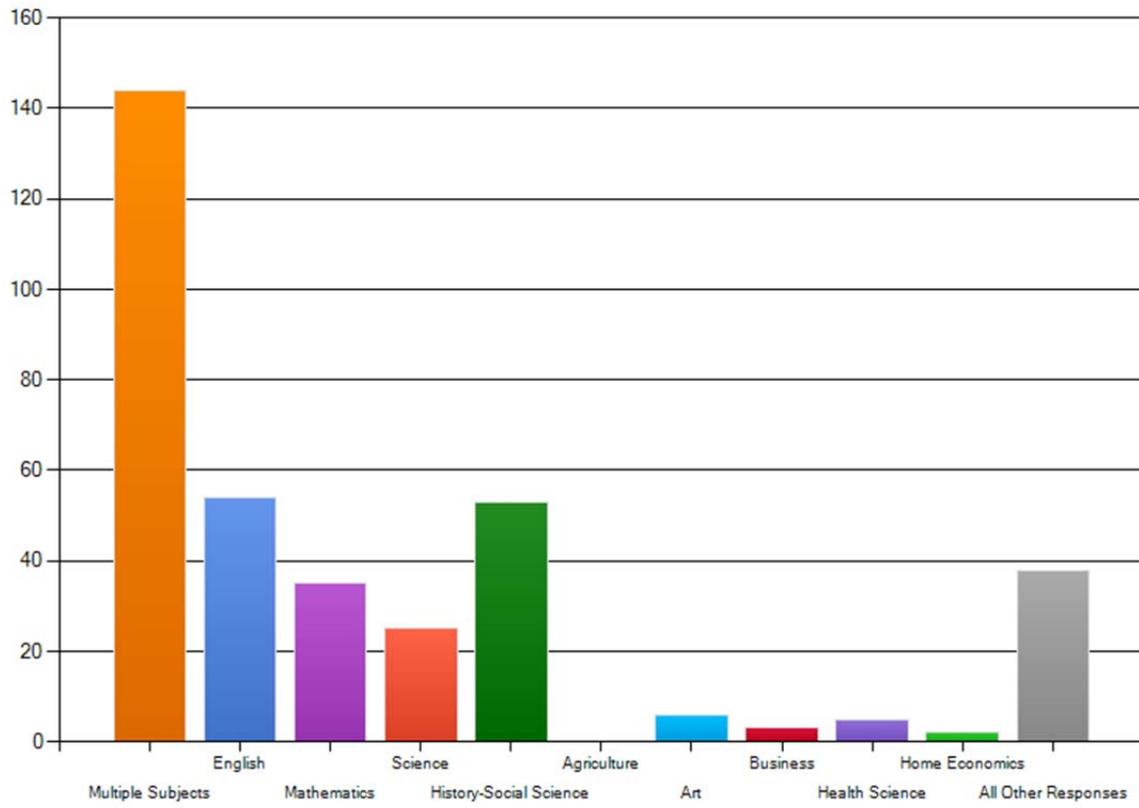
Candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, 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 D

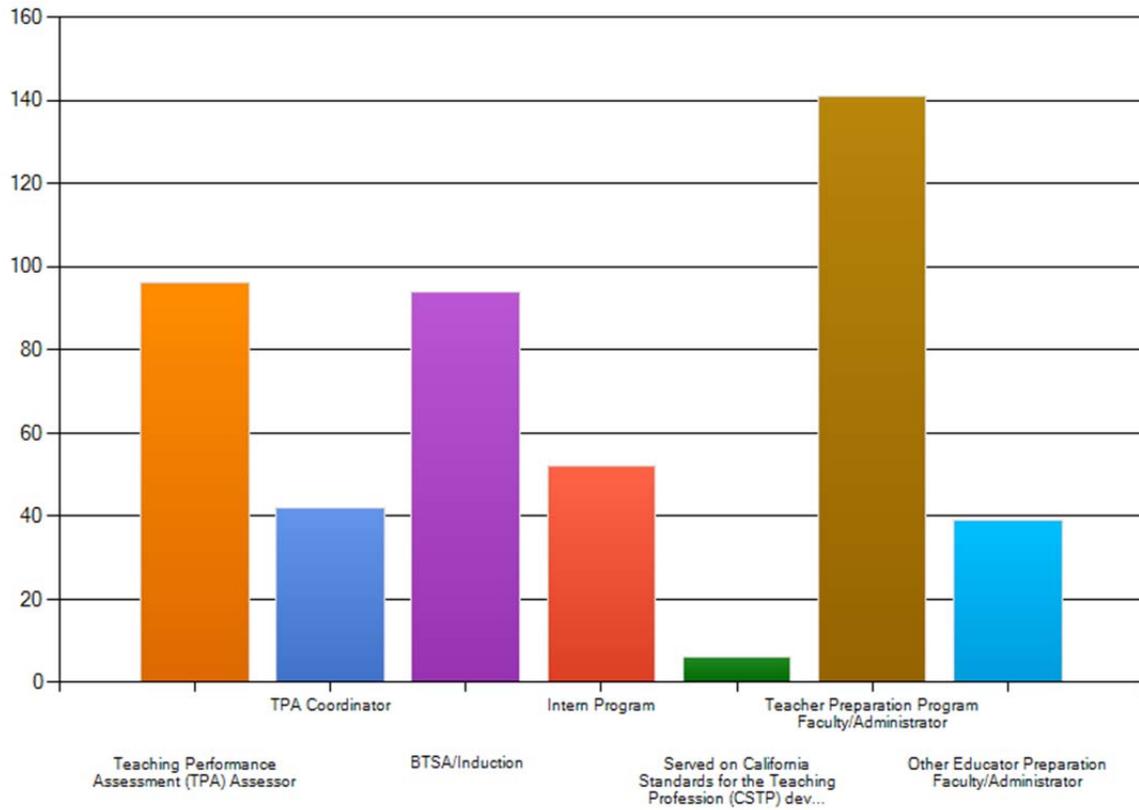
Responses to Field-Survey Questions Regarding Demographics of Responders



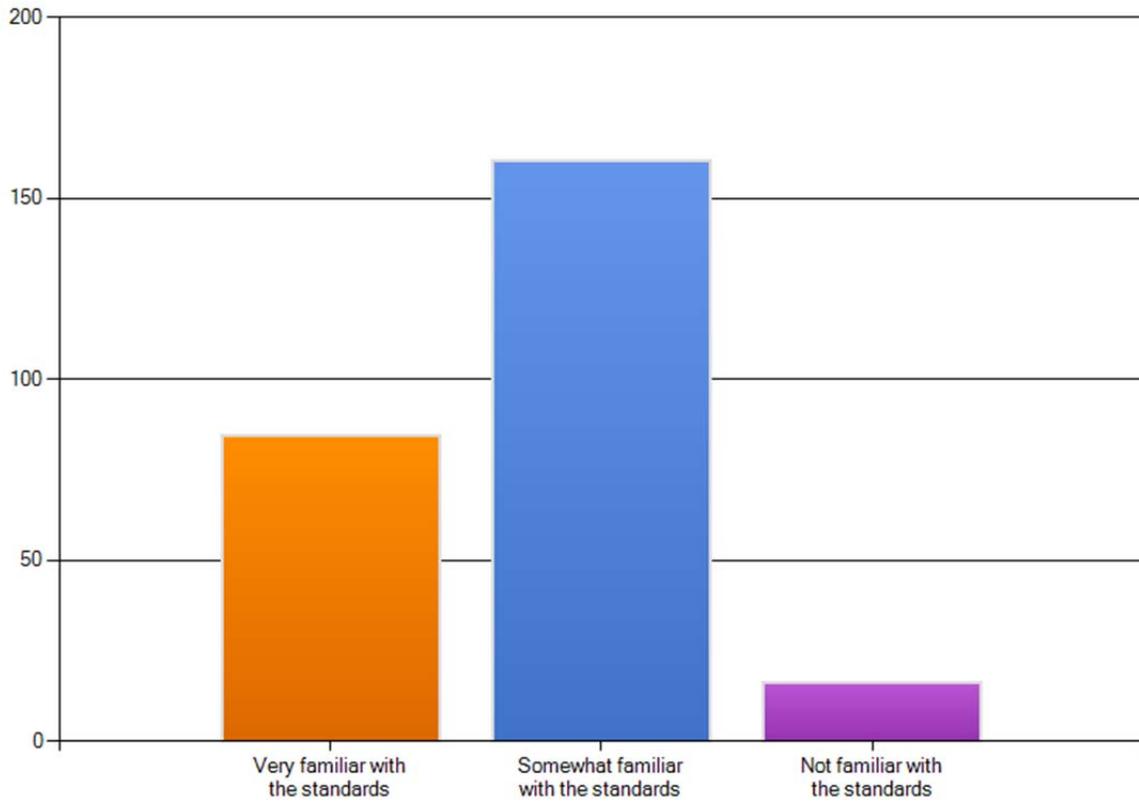
In which content area do you have the most experience?



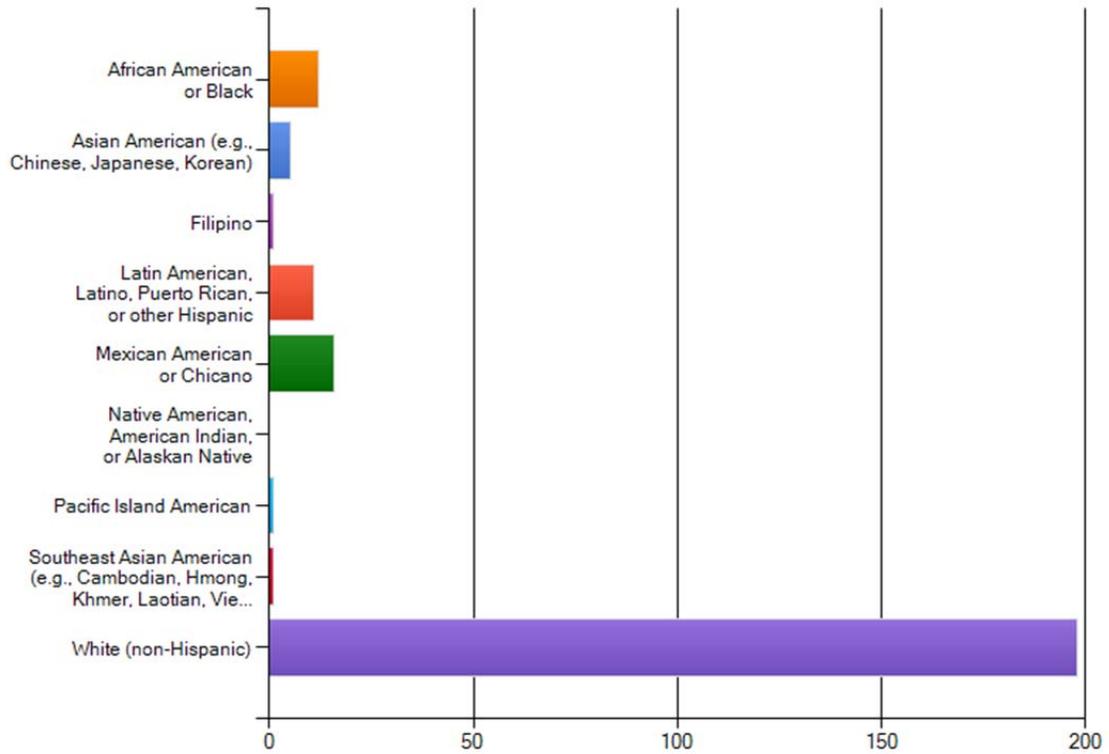
In which of these capacities have you worked with the TPEs? (Select all that apply.)



Please describe your level of familiarity with the Common Core State Standards.



Diversity Information The California Commission on Teacher Credentialing (CCTC) is committed to having diversity among individuals providing feedback and appropriate representation of ethnic groups and genders. To accomplish this goal, you are asked, but are not required, to provide the following information:



Gender:

