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# 4E

## Information/Action

### *Professional Services Committee*

#### **Proposed Revisions to the Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials**

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**Executive Summary:** This agenda item presents proposed revisions to the Teaching Performance Expectations (TPEs) for Preliminary Education Specialist Teaching Credentials for Commission review. The proposed Education Specialist TPEs were revised and updated to align with Common Core State Standards and with revisions to expectations for effective teaching of English learners.

**Policy Question:** Do the draft revised TPEs for all Education Specialist candidates meet the Commission's expectations for what beginning teachers of students with disabilities need to know and be able to do at the time of recommendation for a Preliminary Teaching Credential?

**Recommended Action:** That the Commission direct staff to conduct a field review of the draft Teaching Performance Expectations for Special Education Teachers.

**Presenter:** Teri Clark, Director, and Bob Loux, Consultant, Professional Services Division

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

April 2014

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# Proposed Revisions to the Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials

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## Introduction

This item presents proposed revisions to the Teaching Performance Expectations (TPEs) for the Preliminary Education Specialist Teaching Credential for the Commission's initial review. These revisions were made in order to assure alignment with the Common Core State Standards (CCSS) and to reflect changes in the Education Specialist program standards adopted by the Commission in 2013, to more effectively prepare educators to teach English learners.

## Background

Teaching Performance Expectations are statements of what a teacher needs to know and be able to do in order to provide effective instruction to California's K-12 students. TPEs were first developed for the Multiple and Single Subject Preliminary preparation programs in 2001. They were created to ensure that institutions had a common basis upon which to assess a candidate's teaching performance. General Education TPEs were aligned with the K-12 academic content standards and the Curriculum Frameworks, as well as the California Standards for the Teaching Profession (CSTP). The Teaching Performance Assessment (TPA) for Preliminary Multiple and Single Subject credential candidates is designed to assess competency in these TPEs for all candidates prior to recommendation for a preliminary credential.

The TPEs for Education Specialist Credential candidates were adopted in 2009 with the adoption of the current Education Specialist program standards. The adopted Education Specialist TPEs are provided in the Education Specialist Standards and are included as Appendix A of this agenda item. Special Education preliminary preparation programs use the TPEs to assess their candidates to ensure each candidate has all the required skills of a successful special education teacher. These candidates must demonstrate a satisfactory performance on the full range of TPEs as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Currently, the state has not adopted the passage of a Teaching Performance Assessment for Education Specialist preliminary candidates as a credential requirement; however, the TPEs provide a common framework for assessing special education teaching candidates.

In 2013, an expert panel recommended changes to the TPEs for Multiple and Single Subject candidates to align to both the Common Core State Standards as well as to the program standards revisions adopted by the Commission to address and strengthen the teaching of English learners. The updated general education TPEs were approved at the March 2013 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2013-03/2013-03-3B.pdf>).

Over the past year, staff has had numerous inquiries from the field asking about the Commission's intention with respect to updating the TPEs for Education Specialist candidates. The adopted TPEs for Education Specialists reflect neither the CCSS nor the enhanced focus on English learners.

### ***Review of TPEs for Education Specialist Teachers***

In order to get started in updating the Education Specialist TPEs within the Commission's budget constraints, a small work group was initially constituted to begin this work with the intent that the draft document would be subject to a full review by the field. Beginning in Fall of 2013 a small work group comprised of individuals representing Education Specialist Preliminary preparation programs began its review of the adopted TPEs for Special Education. These included Laurel Ruddy, Stanislaus County Office of Education; Dr. Nilsa Thorsos, National University; Dr. Victoria Graf, Loyola Marymount University; and Dr. Virginia Kennedy, California State University, Northridge. At both the Fall 2013 and Spring 2014 meeting of the California Association of Professors of Special Education (CAPSE) the work on the TPEs for Education Specialist teachers has been shared and input sought.

This group met several times via technology over a six month period. They used the March 2013 Multiple and Single Subject TPEs as a foundational source upon which to begin the development of the updated Education Specialist TPEs. Other important reference sources used by the group included the 2013 Education Specialist Program Standards that include the enhanced language for preparation to teach English learners, the Common Core State Standards, and the current educator preparation standards for Preliminary Multiple and Single Subject preparation programs.

The work group worked diligently to ensure that the proposed revised TPEs address the teaching of English learners, incorporate the Common Core State Standards, and are inclusive of all disabilities from birth to age 22. Appendix B includes the language proposed by the small work group.

### ***Summary of the Proposed Revisions***

The proposed changes in the Education Specialist TPEs to reflect the CCSS are extensive and throughout the majority of the TPEs. One example of the proposed revisions to align with the CCSS is in **TPE 1: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**, in which the language has been revised to include updated expectations for teaching reading. New language proposed for this TPE includes the following:

Candidates create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate 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 arguments and informative/explanatory

texts and to adapt their communication in relation to audience, task, purpose, and discipline

Revisions in the TPEs to reflect adopted changes to the standards with respect to preparation to teach English learners are also proposed throughout the document, although most apparent in **TPE 7: Teaching English Learners**. Additional language was added to reflect the enhanced focus on English learners.

Lastly, the group also proposed a number of other miscellaneous updates that range across topics. Examples of these proposed changes are evident in the proposed changes to **TPE 11: Social Environment**:

Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans. Candidates establish a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving.

and **TPE 13: Professional Growth**:

The candidates participate in the larger educational community and continually increase their knowledge of subject matter and evidence based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.

## **Next Steps**

### *Field Review of Proposed TPEs*

If the Commission believes the proposed updated Education Specialist TPEs are ready to begin a field review process, the Commission staff would move forward with that review. The proposed TPEs will be provided to K-12 special education teachers, Special Education Local Planning Agency (SELPA) Directors, school administrators, institutions of higher education instructors and program directors, the California Association of Professors of Special Education (CAPSE), parent groups, and other interested stakeholders and feedback will be gathered through an electronic survey.

Once all input has been received, the feedback will be reviewed and incorporated as appropriate, and a revised set of proposed Teaching Performance Expectations for the Education Specialist teaching credentials will be presented at the August 2014 Commission meeting for review and possible adoption.

## **Appendix A**

### **TPEs for Education Specialist Preliminary Teaching Credential Programs** (Adopted 2009)

#### **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.

## **B. Assessing Student Learning**

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

Candidates for 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 that 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>

#### **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 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

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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.

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 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.

### **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 B

### Adopted TPEs with Track Changes Indicating Proposed Draft Revised TPEs for Education Specialist Preliminary Teaching Credential Programs

General Education Teacher Performance Expectations, TPEs, were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

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

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

*Background Information: TPE 1.* TPE 1 has is divided into two categories intended to take into account the different teaching assignments of Multiple Subject, Single Subject and Education Specialist 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. ~~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 credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, at the grade levels, and in the service delivery models, of their credential assignment. ~~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 demonstrate the ability understand how to deliver a comprehensive program of systematic instruction with accommodations and modifications adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP) Individual Family Service Plan (IFSP); transition plan. 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/IFSP/transition plan. Candidates demonstrate the ability to adopt, modify, accommodate and differentiate 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~~ Education Specialist candidates demonstrate understanding and the ability to teach the state-adopted academic content standards for students in English-Language Arts to students with disabilities (K-8). They understand how to deliver a comprehensive program of differentiated systematic and explicit 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 Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. They are able to demonstrate how to use specialized instruction to teach English Language Arts to students with disabilities. They strategically plan and schedule instruction that ensures students meet or exceed the standards~~ 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 create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate 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 arguments and informative/explanatory texts and to adapt their communication in relation to audience, task, purpose, and discipline~~ 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.

~~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. Students with more intensive needs requiring special education services may need further differentiated instruction,~~

based on their individualized education programs. Candidates are able to utilize natural opportunities within classroom routines to maximize student learning, and facilitate integrated learning opportunities. Candidates are able to provide natural opportunities for communication and alternative ways to demonstrate knowledge. They are able to determine communicative intent, particularly with students with low verbal abilities.

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

~~Candidates for a Multiple Subject Teaching Credential demonstrate~~ Education Specialist candidates demonstrate understanding of and the ability to teach Common Core State Standards in Mathematics for to students with disabilities ~~the state-adopted academic content standards for students in mathematics (K-8).~~ They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction for mathematical practices and content to engage students in mathematical tasks. Candidates provide instruction for students to gain strong foundational conceptual understanding along with a high degree of procedural skill and fluency to apply mathematics to solve problems inside and outside the classroom. They create learning environments to foster mathematical thinking that are built on progressions of topics across a number of grade levels. Candidates facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. 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, and implement evidence based practices including thematic and explicit instruction.

~~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. 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. , and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, academic discourse flexibility, and persistence in solving mathematical problems.~~

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

~~Candidates for a Multiple Subject Teaching Credential demonstrate~~ Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in science to students with disabilities ~~state-adopted academic content standards for students in science (K-8).~~ They understand how to deliver an integrative and comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create scientifically literate students. Candidates create a

learning environment that fosters curiosity and engages students in asking questions, defining problems, investigating, analyzing data, constructing explanations and finding solutions. 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 and engineering 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**

~~Candidates for a Multiple Subject Teaching Credential demonstrate~~ Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in history-social science for students with disabilities ~~state-adopted academic content standards for students in history social science (K-8).~~ They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create literate and informed future participants of our democratic society. Candidates create a learning environment that is culturally responsive and promotes civic mindedness 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 read and comprehend primary and secondary sources to support analysis, including graphic/media representations presented in diverse formats. Candidates also teach students to write arguments and informative/explanatory texts focused on discipline-specific content. 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**

~~Candidates for a Single Subject Teaching Credential~~ Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. ~~state-adopted academic content standards for students in English Language Arts (7-12).~~ They master how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. They demonstrate the ability to connect student transition goals to make English-Language Arts instruction comprehensible to students. Education Specialist candidates are able to design age appropriate instruction based on their students' academic needs as determined by their present levels of performance. They 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, literary and informational text, and to cite specific evidence when offering an oral or written interpretation of a text. They teach formal and informal speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas. Education Specialists are able to utilize assistive technology to support students who use alternative and augmentative methods of alternative communication. Candidates can 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. Candidates are able to make technology accessible to students with disabilities and to utilize specially designed instructional technologies to support students in their learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom ~~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~~ Education Specialist candidates demonstrate the understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities, state-adopted academic content standards for students in mathematics (7-12). Candidates, by utilizing appropriate accommodations and modifications, enable students to develop mathematical practices, and concepts, to use to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction. They demonstrate the ability to transition goals to mathematics instruction. ~~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 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~~ They provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of and approaching mathematical 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 demonstrate~~ 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~~ Candidates 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**

Education Specialist candidates exhibit the ability to use differentiated, systematic and explicit instruction to teach the Common Core State Standards in science to students with disabilities, by utilizing appropriate accommodations and modifications ~~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. 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 read, comprehend, and cite specific textual evidence to support analysis of science and technical texts including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to write arguments on discipline-specific content and informative/explanatory texts including the narration scientific procedures/experiments, or technical processes.

Additionally, candidates ~~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~~ [that protect the safety of students in their classroom, and demonstrate the ability to connect transition goals to scientific instruction. Candidates monitor the progress of students as they develop deeper levels of scientific and engineering investigations and learn to construct explanations and find solutions.](#)

~~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~~ [Education Specialist candidates demonstrate the ability to teach Common Core State Standards in history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to connect student transition goals to history-social science instruction.](#) ~~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~~ [as well as technological applications that support students with disabilities.](#) 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 read, comprehend, and cite specific textual evidence to support analysis of primary and secondary sources including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to write arguments on discipline-specific content and informative/explanatory texts including narration of historical events](#)

Additionally, [Education Specialist candidates](#) ~~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.

## B. Assessing Student Learning

### TPE 2: Monitoring Student Learning During Instruction

Candidates for an Education Specialist candidates Teaching Credential use data collection systems and multiple measures for progress monitoring based on each student's Individualized Educational Program throughout at key points during instruction to determine whether all students, including English learners and students with disabilities are understanding content and making progress toward learning the key concepts of Common Core State Standards. Candidates purposefully use ongoing multiple and, where appropriate, differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates utilize assessment results for instructional adjustment.

~~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

Education Specialist candidates are knowledgeable of ~~Candidates for a Teaching Credential understand~~ and use a variety of informal and formal, as well as formative and summative assessments, to determine eligibility, service ability and, least restrictive environment, and instruction based on students' present level of performance. ~~students' progress and plan instruction. They know about and can appropriately implement the state adopted student assessment program.~~ Candidates are able write standards-based IEP/IFSP/transition goals, plan instruction and determine students' progress toward IEP/IFSP/transition goals. Candidates select and use appropriate diagnostic instruments, according to student needs, including entry level, progress-monitoring and summative assessments ~~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, communication and behaviors. They know when and how to use alternative specialized assessments, as appropriate, based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work and other evidence of learning, including 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 demonstrate the ability ~~understand how~~ to familiarize students with the format of the state-adopted assessment program ~~standardized tests~~. They know how to appropriately administer the assessment programs ~~standardized tests~~, including implementing ~~when to make~~ accommodations for students with disabilities ~~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 language development ~~English~~ as well as in the students' native ~~primary~~ language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. Candidates can clearly explain to families and students the results of assessments in order to help students achieve their learning goals. ~~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/IFSP instructional goals aligned with the [Common Core State Standards](#) California content standards [leading](#) 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 [Common Core State Standards](#) state-adopted academic content standards for students in order to provide an [individualized](#), balanced and comprehensive curriculum [based on student's' present levels of performance](#). They use instructional materials to [teach students the](#) reinforce state-adopted academic content [described in the Common Core State](#) 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, [and student needst](#). To meet student academic [and functional](#) learning needs, candidates [utilize principles of universal design to provide multiple means of representation, action and expression-, and systems of engagement](#) 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](#) computer technology.

[Candidates demonstrate how to deliver a comprehensive program of rigorous instruction that includes reading, writing, speaking, listening, and language within discipline-specific standards. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom](#) 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, [candidates](#) 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 [and families](#). They [differentiate methods to](#) ensure that the active and equitable participation of

all students, to promote integration into general education environments. They ensure that students understand what they are to do during instruction and monitor student progress toward learning academic goals as identified in the academic content standards and IEP/IFSP/transition plan. ~~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 and community based instruction. Candidates encourage students to extend their thinking by teaching them to respond to and frame meaningful questions.

~~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 typical and atypical 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, pre-formal through adult transition grades K-3, 4-8, and 9-12. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate and age appropriate instructional practices to make content accessible to all 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 support individual learning needs, severity of the disability. Candidates provide instruction for school related and transition skills, such as social skills and communication abilities.

### **TPE 6A: Developmentally and Appropriate Practices in Pre-Kindergarten through Middle Elementary Grades K-3**

Education Specialist candidates who teach young children demonstrate 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

~~build on students' strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards 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 can demonstrate how to develop plans for students who require support in developing school related attention and self-regulation skills. 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 Upper Elementary and Middle School Grades 4-8**

~~Education Specialist candidates who teach students in During teaching assignments in Grades 4-8 build on students' strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards., 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 student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.~~

~~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 and Age Appropriate Practices in High School and Adult Transition Grades 9-12**

~~Education Specialist candidates who teach students 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 as well as self-determination and self-advocacy skills. They frequently communicate course goals, requirements, and grading criteria to students and families. In order to They help students to understand connections between the curriculum and life beyond high school, candidates develop with students and their families Individual Transition Plans that include goals for independent living, post-secondary education and careers, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates continue to 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 ~~for a Teaching Credential~~ know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and language disorders. 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. Candidates ~~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 bilingual specialists, ~~and~~ para-educators and families 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 developing linguistically appropriate IEP/IFSP/transition goals and 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 typical and atypical child and adolescent development, and the learning needs of students with disabilities, to plan instruction for their students to understand their students. Using formal and informal methods, they assess students' present levels of performance in prior mastery of academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Through interpersonal interactions with students and families, candidates they learn about students' abilities, ideas, interests and aspirations. Candidates are knowledgeable about students' community contexts and socio-economic, cultural and language backgrounds. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including student health and multiple disabilities gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn.

Candidates conduct assessments and participate in development of IEP/IFSP/transition team decisions. They encourage parents to collaborate in the development of IEP/IFSP/transition goals 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 Common Core State Standards state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on students' current level of achievement state and local standards for student achievement as well as on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so that the content to be taught connects to preceding and subsequent content. They use evidenced-based methods to help students obtain goals specified on their IEPs/IFSPs/transition plans as well as in their grade level or alternative curriculum. 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 materials, assistive and instructional technology to meet student learning goals and needs. Candidates use data from progress monitoring to inform their instructional planning.

Candidates use their pedagogical content knowledge to develop relevant, differentiated

instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and specific learning needs. Candidates understand how to direct and interact appropriately with para-professionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, and community agencies for instructional planning. Candidates include parents and students in instructional planning. 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 recognize and articulate the critical importance of time management in their instructional planning based on student's needs, and of the effects of class scheduling on planning the most effective use of instructional time. Candidates for a Teaching Credential allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards and IEP/IFSP/transition goals. Candidates are able to implement evidence-based strategies for student engagement and motivation 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. They incorporate instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.

~~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~~ Candidates create a positive climate for learning in all educational settings. They establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans. 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 students' IEP/IFSP/transition plans and school discipline policies. ~~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 establishing a climate of caring, respect, and fairness. Candidates are aware of and respond appropriately to sensitive issues within the learning environment in a culturally responsive manner ~~and classroom discussions.~~ They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social supports and the expectations of student's' learning environments and their relationship to academic achievement and collaboratively develops supportive environments based on observations of students, and consultation with IEP/IFSP/transition team members. ~~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 recognize and actively resist expressions ~~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 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, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

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

~~Candidates for a Teaching Credential~~ evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards for students and student learning ~~the state adopted academic content standards for students and student learning.~~ The candidates participate in the larger educational community and continually increase their knowledge of subject matter and evidence based practices. They are able to

analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.

~~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.~~