
4A

Action

Professional Services Committee

Potential Adoption of Revised Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials

Executive Summary: This agenda item presents draft revised Teaching Performance Expectations (TPEs) for Preliminary Education Specialist Teaching Credentials for potential adoption by the Commission. The draft 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 revised Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials fully meet the Commission's intent and expectations for the preparation of highly quality, effective education specialists for California schools?

Recommended Action: That the Commission adopt the proposed draft revised Education Specialist Teaching Performance expectations.

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Strategic Plan Goal

II. Program Quality and Accountability

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

August 2014

Potential Adoption of Revised Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials

Introduction

This agenda item presents draft revised Teaching Performance Expectations (TPEs) for preliminary Education Specialist teaching credentials for potential adoption by the Commission. These revisions are proposed 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. The TPEs for Education Specialist Credential candidates were adopted in 2009 with the adoption of the current Education Specialist program standards. Special education preliminary preparation programs use the TPEs to assess their candidates to ensure that 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. Although the State has not adopted the passage of a Teaching Performance Assessment for Education Specialist preliminary candidates as a credential requirement, the TPEs provide a common framework for program assessment of education teaching.

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 (CCSS) 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>).

The Commission's 2013 action triggered the need to also revisit the Education Specialist TPEs as these TPEs lacked alignment with both the CCSS and the enhanced focus on English learners.

Review of TPEs for Education Specialist Teachers

As indicated in the April 2014 agenda item (<http://www.ctc.ca.gov/commission/agendas/2014-04/2014-04-4E.pdf>), a small work group was constituted to begin the TPE revisions work in the

fall of 2013. The work group worked diligently to ensure that the proposed revised TPEs addressed the teaching of English learners, incorporated the Common Core State Standards, and was inclusive of all students with disabilities from birth to age 22.

In order to gain early input from the field, these draft standards were presented at both the Fall 2013 and Spring 2014 meetings of the California Association of Professors of Special Education (CAPSE).

Field Review of the Draft Revised TPEs

The draft revised TPEs were initially presented to the Commission at the April 2014 meeting, at which time the Commission directed staff to conduct a field review. A copy of the proposed TPEs were made available to all interested constituents, through the PSD eNews, every week, from April 18, 2014 through May 23, 2014. The notice included a link to an electronic survey asking stakeholders how important the skills addressed by each TPE were; whether there were other or additional skills that should be included in the TPEs; and if they had any additional comments regarding each TPE.

Results of the field review were compiled, and the original work group reviewed the input and made any additions or changes that were needed. The following table provides the breakdown of the 84 respondents:

General Education Teacher/Intern Teacher	0.0%	0
Special Education Teacher/Intern Teacher	3.6%	3
General Education Administrator	1.2%	1
Special Education Administrator	19.0%	16
Faculty, Teacher Preparation	57.1%	48
District Intern Provider	1.2%	1
Personnel Director	1.2%	1
Other Related Services Provider (e.g. Speech and Language Pathologist, Occupational Therapist)	0.0%	0
Parent	0.0%	0
Other (please specify)	16.7%	14

Approximately 94% of the field believed that every skill identified in the draft revised TPEs were critical for performing the job. Oftentimes the same corrections or additions were suggested by different parties for several TPEs. To keep the TPEs more concise, these corrections or additions were judiciously added to only the most appropriate TPEs. When asked what else needed to be included in the Teaching Performance Expectations the most common responses were promoting positive behavior and social skills and a stronger knowledge of positive behavior intervention. Also reported as critical was adding the California Preschool Learning Foundations, when appropriate, in addition to the Common Core State Standards and to include reference to the Next Generation Science Standards when referring to the standards that assess the teaching of science.

The draft revised TPEs proposed for adoption are presented in track change version in Appendix A. (The red font is the track changes from the original Education Specialist TPEs. The green font is the changes suggested from the field review.)

Appendix B provides a clean version of these TPEs with all of the proposed changes accepted.

Staff Recommendation

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

Next Steps

If the Commission adopts the draft revised TPEs, staff would inform teacher preparation program sponsors to begin implementing the revised TPEs in 2014-2015 academic year and to have them fully implemented by 2015-2016. The staff will work with the California Association of Professors of Special Education, CAPSE, to help communicate the new adoption to all institutions and also to help with any technical assistance that may be needed.

Appendix A

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 authorizations. ~~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, utilizing principles for Universal Design for Learning (UDL) 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); or Individual Transition Plan (ITP) 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/ITP 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 and the California Preschool Learning Foundations 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 evidence-based 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 and the California Preschool Learning Foundations ~~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 evidence-based 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 Next Generation Science Standards and 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, evidence-based 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~~develop 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~~incorporate student transition goals in order to make English-Language Arts instruction comprehensible and relevant 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 incorporate transition goals to in 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 Next Generation Science Standards and 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 develop 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 incorporate connect transition goals in to scientific science 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 applicable to in history-social science to students with disabilities, by utilizing appropriate

accommodations and modifications, and demonstrate the ability to incorporate connect student transition goals in 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 develop 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 or California Preschool Learning Foundations. 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 delivery within the 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 to write standards-based IEP/IFSP/ITP transition goals, plan instruction and determine students' progress toward IEP/IFSP/ITP 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 that ensure access to ~~aligned with the~~ Common Core State Standards and California Preschool Learning Foundations, ~~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, including assistive technology, teaching/instructional activities, procedures and experiences that address Common Core State Standards and the Next Generation Science 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 needs. To meet student academic and functional learning needs, candidates utilize principles of Universal Design for Learning 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. Candidates use differentiated methods including the principles of Universal Design for Learning to ensure that the active and equitable participation of all students, and to promote integration into general education environments, using developmentally and age appropriate materials. 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 individually and culturally relevant. Candidates 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. 1 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 positive behavior intervention and support plans and accommodations that are age appropriate and support individual learning needs 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 demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports. 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 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 in developing sufficient skills related to career, independent living and community participation. ~~courage 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 including students that are non-verbal. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability-language disorders. Candidates can implement specialized instructional methods for English Language Development for students with disabilities. 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 addresses the California English Language Development Standards facilitates English language development, and 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 English proficiency and literacy, literacy in English and native language 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 students' 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.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in 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 and the Next Generation Science 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 in inclusive as well as specialized settings. 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, coteach 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 when co-planning for instruction in inclusive settings. 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, the California Preschool Learning Foundations, the Next Generation Science 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 are well-versed in school-wide positive behavior interventions and supports, restorative justice, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student's behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address such behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional and mental health needs, and are knowledgeable of how to engage these related services professionals to assist students who have greater needs.

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, and reflects the requirements for the use of positive behavior supports and intervention tools. ~~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~~ Candidates recognize and actively address resist expressions ~~resist racism~~ and acts of intolerance such as bullying. ~~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~~ all learners including ~~English learners,~~ and students with disabilities. ~~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 confidentiality, ~~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 and Next Generation Science Standards for students and student learning. ~~the state adopted academic content standards for students and student learning.~~ Candidates participate and collaborate 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.~~

Appendix B

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 for TPE 1: TPE 1 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 authorizations. Education Specialist credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, utilizing principles for Universal Design for Learning (UDL) at grade levels, and in the service delivery models, of their credential assignment. They demonstrate the ability to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). 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/ITP. Candidates demonstrate the ability to adapt, modify, accommodate and-differentiate the instruction of students with identified specific disabilities.

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

Teaching Language Arts in a Multiple Subject Assignment

Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards for English Language Arts and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction in Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. They are able to demonstrate how to use evidenced- based 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.

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 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

Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in Mathematics and the California Preschool Learning Foundations to students with disabilities. 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 evidence-based 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.

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

Teaching Science in a Multiple Subject Assignment

Education Specialist candidates demonstrate understanding of and the ability to teach the Next Generation Science Standards and Common Core State Standards to students with disabilities. They understand how to deliver an integrative and comprehensive program of differentiated, evidenced-based 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

Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in history-social science for students with disabilities. 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. 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 develop 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

Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. 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 incorporate student transition goals in order to make English-Language Arts instruction comprehensible and relevant 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 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.

Teaching Mathematics in a Single Subject Assignment

Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities. Candidates, by utilizing

appropriate accommodations and modifications, enable students to develop mathematical practices and concepts, to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction. They demonstrate the ability incorporate transition goals in mathematics instruction. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

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 Next Generation Science Standards and Common Core State Standards to students with disabilities, by utilizing appropriate accommodations and modifications. 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.

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 develop arguments on discipline-specific content and informative/explanatory texts including the narration scientific procedures/experiments, or technical processes.

Additionally, candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They establish and monitor procedures that protect the safety of students in their classroom, and demonstrate the ability to incorporate transition goals in science 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.

Teaching History-Social Science in a Single Subject Assignment

Education Specialist candidates demonstrate the ability to teach the Common Core State Standards applicable to history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to incorporate student transition goals in history-social science instruction. They enable students to learn and use analytic thinking skills in history and social science. 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 develop arguments on discipline-specific content and informative/explanatory texts including narration of historical events.

Additionally, Education Specialist 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 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

Education Specialist candidates use data collection systems and multiple measures for progress monitoring based on each student's Individualized Education Program (IEP) throughout 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 or California Preschool Learning Foundations. Candidates purposefully use ongoing multiple and differentiated assessment options for formative and

summative evaluations of individual and whole class learning. Candidates utilize assessment results for instructional adjustment.

TPE 3: Interpretation and Use of Assessments

Education Specialist candidates are knowledgeable of, and use a variety of informal and formal, as well as formative and summative assessments to determine eligibility, service delivery within the least restrictive environment, and instruction based on students' present level of performance. Candidates are able to write standards-based IEP/IFSP/ITP , plan instruction and determine students' progress toward IEP/IFSP/ITP . Candidates select and use appropriate diagnostic instruments, according to student needs, 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 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 generalize-these strategies.

Candidates demonstrate the ability to familiarize students with the format of the state-adopted assessment program. They know how to appropriately administer the assessment programs, including implementing accommodations for students with disabilities. 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 learners in language development as well as in the students' native 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. 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 Accessible

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP/IFSP instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum. Candidates incorporate specific strategies, including assistive technology, teaching/instructional activities, procedures and experiences that address Common Core State Standards and the Next Generation Science 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 academic content described in the Common Core State Standards and they prioritize and sequence

essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose, lesson content and student's needs. To meet student academic and functional learning needs, candidates utilize principles of Universal Design for Learning to provide multiple means of representation, action and expression and engagement, such as written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates demonstrate how to deliver a comprehensive program of evidence-based 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. When students do not understand content, candidates take additional steps to foster access and comprehension for all learners.

TPE 5: Student Engagement

Candidates clearly communicate instructional objectives to students and families. Candidates use differentiated methods including the principles of Universal Design for Learning to ensure the active and equitable participation of all students, and to promote integration into general education environments, using developmentally and age appropriate materials. They ensure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and IEP/IFSP/transition plan. 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 individually and culturally relevant. Candidates 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.

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. 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 positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting., Candidates facilitate appropriate transitions for students based on individual needs including considers of self-efficacy and self- determination between academic levels in programs. Candidates demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports.

TPE 6A: Developmentally and Age Appropriate Practices in Pre-Kindergarten through Middle Elementary

Education Specialist candidates who teach young children understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions e.g., consideration, cooperation, responsibility, empathy. 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.

TPE 6B: Developmentally and Age Appropriate Practices in Upper Elementary and Middle School

Education Specialist candidates who teach students 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 design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies for increasingly challenging academic curriculum. They assist students in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. 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.

TPE 6C: Developmentally and Age Appropriate Practices in High School and Adult Transition

Education Specialist candidates who teach students in grades 9-12, 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.

In order to 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. Candidates continue to support students in assuming increasing responsibility for learning, and in developing sufficient skills related to career, independent living and community participation

TPE 7: Teaching English Learners

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates can implement specialized instructional methods for English Language Development for students with disabilities. They 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 implement an instructional program that addresses the California English Language Development Standards facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of English proficiency and literacy, and native language, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with bilingual specialists, 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 students' errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate 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.¹ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

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.

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 within academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning About Students

Candidates 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. Using formal and informal methods, they assess students' present levels of performance in 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 learn about students' abilities, ideas, interests and aspirations. Candidates are knowledgeable about students' community contexts and socio-economic, cultural and language backgrounds. They understand how multiple factors including student health and multiple disabilities can influence student's 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.

TPE 9: Instructional Planning

Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with Common Core State Standards and the Next Generation Science Standards. They establish clear long and short-term goals for learning, based on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so 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 understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, assistive and instructional technology to meet student learning goals in inclusive as well as specialized settings. 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 paraprofessionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct, co-teach 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.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates recognize and articulate the critical importance of time management in their instructional planning based on student's needs, and when co-planning for instruction in inclusive settings. Candidates allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards, California Preschool Learning Foundations, Next Generation Science Standards and IEP/IFSP/ITP goals. Candidates are able to implement evidence-based strategies for student engagement and motivation. 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.

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 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 are well-versed in school-wide positive behavior interventions and supports, restorative justice, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student's behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address such behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional and mental health needs, and are knowledgeable of how to engage these related services professionals to assist students who have greater needs

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 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. 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.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal and Ethical Obligations

Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. Candidates recognize and actively address expressions and acts of intolerance such as bullying. They understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

TPE 13: Professional Growth

Candidates evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and Next Generation Science Standards for students and student learning. The candidates participate and collaborate 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.