

Matrix of Teaching Performance Expectations for California Teachers		
CSTP Domains	Teacher Performance Expectations (TPEs)	TPE Elements
CSTP 1 ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	1. Student Engagement	1.1 Candidates design culturally and linguistically relevant learning experiences that include students' funds of knowledge and experience, ways of knowing and learning, and individual learning needs 1.2 Candidates plan and use instructional practices appropriate to students at distinct stages of development 1.3 Candidates apply principles of Universal Design for Learning (UDL) and Multi-tiered System of Supports (MTSS) in their lesson planning and instructional practices 1.4 Candidates use principles of positive behavior support and intervention to support students' learning 1.5 Candidates design instruction utilizing community resources, student experiences, and applied learning activities, including Arts integration, to make instruction individually and culturally relevant 1.6 Candidates access and use information about students' learning, mental health, and socio-emotional support needs in their planning 1.7 Candidates scaffold instruction and classroom management strategies to require engagement of all students.
	2. Language Acquisition and Development	2.1 <u>Candidates explain and apply theories, principles, and instructional practices for comprehensive language instruction of English Learners, Standard English learners, and students with disabilities</u> 2.2. Candidates <u>demonstrate an understanding of know</u> the philosophy and characteristics of ___ programs for English Language Development including structured English immersion, ___ integrated and designated English Language Development, and Standard English ___ acquisition. 2.3 Candidates use students' backgrounds and assessment of prior learning in both English and their home language to differentiate instruction and select instructional materials and strategies, including incorporation of visual and performing arts to develop students' abilities to comprehend and produce Standard English. 2.4 Candidates analyze students' non-standard oral and written language to differentiate instruction to extend students' learning. They are able to determine communicative intent, particularly with students with low verbal abilities. 2.5 Candidates design and implement differentiated instruction based on a student's levels of English proficiency and academic achievement while taking into account students' individual needs and strengths including struggling reading and writing, giftedness, advanced learning, exceptional needs outlined in an IEP/IFSP/504 Plans, English learners, Standard English learners, and students who are nonverbal.

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		2.6 Candidates demonstrate an understanding of the difference between students with disabilities and students in the process of acquiring Standard English proficiency.
CSTP 2 CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	3. Healthy Learning Environments	3.1 Candidates use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. 3.2 Candidates provide culturally relevant learning experiences for students. 3.3 Candidates support students' mental, social-emotional, and health needs by fostering a safe and welcoming classroom environment where students feel they belong 3.4 Candidates design and maintain a fair and appropriate system of classroom management that incorporates student voice and family engagement, and that promotes integration into the classroom environment. 3.5 Candidates align their classroom management plan with students' IEP/IFSP/ITP/504 Plans, school wide positive discipline policies, and policies of least restrictive environment. 3.6 Candidates use positive behavioral intervention, restorative practices, and other support processes within their classroom management strategies. 3.7 Candidates demonstrate an understanding of value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning.
CSTP 3 UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	4. Content Specific Pedagogy In Appendices: specific language addresses each content area including Reading and English Language Development.	4.1 Candidates plan, deliver, assess, and reflect on content-specific instruction consistent with California State Standards for all students in their subject area(s). 4.2 Candidates know and apply pedagogical theories, principles and practices for the development of literacy and academic language, comprehension, and knowledge in the subjects of the core curriculum for all students. 4.3 Candidates use their in-depth subject matter knowledge to apply pedagogical content skills in the design, implementation, and evaluation of learning sequences. 4.4 Candidates design learning sequences that highlight connections, relationships, and themes across subjects and disciplines and engage students in real-world applications. 4.5 Candidates use evidence-based pedagogical strategies, including, but not limited to linguistic scaffolds, assistive technology, and principles of UDL to provide multiple means of representation, action, expression, and engagement. 4.6 Candidates use knowledge of students' academic readiness, language proficiency, cultural background, individual development and IEP/IFSP/ITP/504 Plans to plan or co-plan instruction to meet the learning needs of all students. 4.7 Candidates make appropriate accommodations and/or modifications for all students with disabilities

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		<p>and other learning needs on the continuum of learning</p> <p>4.8 Candidates collaborate with other educators and specialists to make content accessible to all students such as English learners, students with disabilities and other learning needs</p> <p>4.9 Candidates integrate the arts to extend understanding in the content areas</p>
	5. Integrating Educational Technology	<p>5.1 Candidates design, evaluate, and implement technology-rich learning environments to customize and individualize learning opportunities and assessments for all K-12 students</p> <p>5.2 Candidates integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including Assistive Technology, to design learning experiences that engage and support students in learning content, improving conceptual understanding, cultivating critical thinking, and promoting creative learning.</p> <p>5.3 Candidates model knowledge, skills, and fluency in using digital tools</p> <p>5.4 Candidates teach students how to use digital tools to learn, create new content, and demonstrate learning</p> <p>5.5 Candidates model and promote digital citizenship and critical digital literacy, such as knowledge and application of copyright law, internet security, and acceptable use policies.</p>
CSTP 4 PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	6. Instructional Design	<p>6.1 Candidates establish and articulate goals for student learning based on the California State Standards and students' interests, preferences, and voice.</p> <p>6.2 Candidates develop and sequence long-term and short-term instructional plans to support student learning.</p> <p>6.3 Candidates adapt instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <p>6.4 Candidates apply principles of Universal Design and Multi-Tiered Systems of Support in instructional planning and practices.</p> <p>6.5 Candidates make instructional connections for students to other disciplines, consistent with California State Standards' Common Core principles and practices.</p> <p>6.6 Candidates demonstrate alignment between instructional goals/student learning objectives including IEP/IFSP/ITP/504 Plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning.</p>
	7. Developmentally Appropriate Teaching	<p>7.1 Candidates use knowledge of developmental trajectories within the developmental domains, to implement classroom practice appropriate for typically and atypically developing students within the following age ranges: infant - pre-school, TK – early elementary, early elementary – upper elementary, upper elementary – middle school, and high school.</p>

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	Practices	<p>7.2 Candidates, understanding that developmental trajectories vary within and across individuals, observe and assess their students in order to support individual student growth within and across developmental domains.</p> <p>7.3 Candidates, understanding that emotion, affect, and cognition are interrelated, create classroom practice that considers teacher-student and student-student relationships and how children’s affective states influence how available they are for learning.</p> <p>7.4 Candidates foster life-long learning capacities, connect schooling with career and post-secondary education goals, and provide opportunities for students to develop advanced thinking and problem-solving skills, self-determination and self-advocacy skills.</p> <p>7.5 Candidates prepare students with disabilities to develop transition goals, and assist with the implementation of the ITP.</p> <p>7.6 Candidates understand that development begins within, and primarily occurs within, family, peer groups and other social networks, work in partnership with families and other social, community, and cultural contexts to foster student learning and development in their classrooms.</p>
CSTP 5 ASSESSING STUDENT LEARNING	8. Assessment	<p>8.1 Candidates develop, implement, and use effective classroom assessments to inform and improve instructional design and practice.</p> <p>8.2 Candidates make appropriate accommodations and or modification of assessments for all students including English learners, students with learning needs, - disabilities, and advanced learners within the framework of MTSS</p> <p>8.3 Candidates use a variety of assessment sources and measures to provide an overall indication of each student’s progress from novice to advanced</p> <p>8.4 Candidates design assessment to monitor and evaluate student learning demonstrating knowledge of: test construction, criteria and rubric design, validity (content, utility), reliability of score judgments, cultural and other types of bias, misdiagnosis</p> <p>8.5 Candidates use multiple measures and processes to provide options for multiple representations (including visual & performing arts) to verify student learning. These measures/processes include:</p> <ul style="list-style-type: none"> • Diagnostic, formative, and summative assessment processes; • Use of peer and student self-assessment techniques • Use of a range of assessment tools: e.g., tests (select & constructed response), informal checks for understanding, anecdotal records, projects, work examples, portfolios, exhibits... <p>8.6 Candidates analyze, interpret, and reflect on assessment data in order to revise instruction, reteach, provide resources, and document impact on student learning.</p>

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		<p>8.7 Candidates provide timely and relevant feedback to students, families, and other educators about assessment results</p> <p>8.8 Candidates use targeted, constructive feedback to help students understand their own learning progression and enact revisions to and/or new learning.</p> <p>8.9 Candidates demonstrate an understanding of the purpose and use of a range of types of assessments and the resulting data (standardized tests, criterion referenced tests, performance assessment).</p>
<p>CSTP 6</p> <p>Developing as a Professional Educator</p>	<p>9. Developing as a Professional Educator</p>	<p>9.1 Candidates take responsibility for all students' academic learning outcomes.</p> <p>9.2 Candidates exhibit and continuously develop positive dispositions of caring, support, acceptance, fairness and high expectations toward all students, colleagues, and families.</p> <p>9.3 Candidates articulate and analyze their frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with students and their families.</p> <p>9.4 Candidates describe and have emergent experiences with the structures and contexts of public education, including state, district, and school governance, curriculum and standards development, and basic school finance.</p> <p>9.5 Candidates seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data.</p> <p>9.6 Candidates participate as a team member with colleagues, families, and agency representatives.</p> <p>9.7 Candidates understand their responsibility for ongoing professional learning and certification as members of a profession, and are prepared for the induction process.</p> <p>9.8 Candidates articulate and practice the profession's code of ethics, professional standards of practice, and relevant law and policy.</p>