



PROGRAM SPONSOR ALERT

Date: March 20, 2013

Number: 13-03

Subject: Implementation of Revised *Teaching Performance Expectations* (TPEs)

Summary

The Commission adopted revised *California Teaching Performance Expectations* (TPEs) at its March 2013 meeting (<http://www.ctc.ca.gov/commission/agendas/2013-03/2013-03-3B.pdf>). Teacher preparation programs will need to revise program materials, coursework and fieldwork experiences to align with the revised TPEs.

Background

The TPEs were originally developed in response to mandates within the SB 2042 (Alpert,Mazzoni, 1998) legislation for development of Teaching Performance Expectations and a Teaching Performance Assessment (<http://www.ctc.ca.gov/commission/agendas/1998/1998-10.pdf>). The *California Standards for the Teaching Profession* (CSTP), upon which the TPEs are based, were most recently revised in 2009 and are consistent with approaches reflected in the Common Core State Standards (<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2C.pdf>).

An expert panel was convened to revise and update the TPEs with respect to incorporating the California Common Core State Standards as well as concepts of “academic language.” The panel’s work was completed in two meetings, September 20, 2012 and October 29, 2012. The revised TPEs adopted by the Commission in March 2013 are available at: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>

Key Common Core Concepts Incorporated into the Proposed TPE Revisions

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

- Vertical alignment of curriculum and instruction in all content areas
- Strengths and limitations of media and technology as integral tools in the classroom
- Emphasis on student collaboration, written and oral communications across the curriculum
- Emphasis on opportunities for students to read purposefully, including narrative and

- expository texts of increasing complexity and sophistication, across the curriculum
- Modeling risk-taking and the use of multiple approaches to problem-solving across the curriculum
 - Examples of and student experiences in real-world applications of learning across the curriculum
 - “Academic language” across the curriculum

The draft revised TPEs completed a field review; no changes were made as a result of this review.

Implementation of the TPEs by Teacher Preparation Programs

Preliminary Teacher Preparation Programs should incorporate the revised TPEs within their preparation program curriculum, field work, and other candidate activities where appropriate. Programs should begin to address implementation of the revised TPEs during the 2013-14 year, with full implementation expected for the 2014-15 year accreditation activities. Program assessment documents submitted in the fall of 2014 and beyond should be aligned to the revised TPEs. Site visits taking place in the fall of 2014 and beyond will need to demonstrate alignment to the new TPEs. Biennial reports submitted in the fall of 2015 should include aggregated candidate assessments aligned to the new TPEs, where appropriate, for at least one full year (academic year 2014-15).

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