



PROGRAM SPONSOR ALERT

Date: July 8, 2016

Number: 16-08

Subject: Adoption of Revised *California Teaching Performance Expectations* (TPEs)

Summary

The Commission adopted revised *California Teaching Performance Expectations* (TPEs) at its June 2016 meeting as part of the comprehensive effort to strengthen and streamline the Commission's accreditation system. The full set of TPEs is included in the Preliminary Multiple and Single Subject Credential Program Standards document on the Commission's website at: <http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>. Institutions with approved preliminary teacher preparation programs are expected to revise their programs to align with the adopted TPEs and the 2015 Preliminary Multiple and Single Subject (MS/SS) Program Standards by September 1, 2017. Currently-approved Teaching Performance Assessment (TPA) models will also need to be revised to align with the Commission's updated TPA Assessment Design Standards, with a focus on assessing the 2016 TPEs. This PSA provides information for Commission-approved Preliminary Multiple and Single Subject preparation programs about the 2016 adopted TPEs as well as the process for transitioning to the 2015 Preliminary MS/SS Standards.

Background

The TPEs describe what teachers new to the profession should know and be able to demonstrate at the point of initial licensure. The TPEs play an integral role in determining the design and

delivery of teacher preparation program curriculum and fieldwork experiences for candidates. Consistent with statute, Commission-approved Teaching Performance Assessments (TPAs) assess candidate performance relative to the TPEs and must provide TPE-based feedback to candidates to help strengthen their teaching practice. The first set of TPEs developed by the Commission, based on the *California Standards for the Teaching Profession (CSTP)*, was adopted in 2001. Adjustments to the original draft have been made over the years in response to policy or changing conditions in schools. The TPEs were previously updated in 2013 to ensure alignment with the California Common Core State Standards (<http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>).

Key Features of the Revised TPEs

Beginning in Fall 2014, the Commission’s Preliminary Standards Task Group worked with Commission staff to conduct a review of the 2013 TPEs to assure that they reflected current and evolving expectations for teacher knowledge, skills, and abilities at the point of initial licensure. The group proposed the following new and/or updated areas of focus:

- development of K-12 students’ critical, creative, and analytic thinking required for students to be college and career ready;
- an increased emphasis on candidate ability to work effectively with special needs students in the general education classroom, implementing approaches such as Universal Design principles, Multi-Tiered System of Supports, and co-teaching;
- the use of emerging technologies to enhance instruction;
- integration of visual and performing arts across content areas to support teaching and learning; and
- the use of updated approaches to classroom management that support social and emotional learning.

At the October 2015 Commission meeting, the restructured draft of the TPEs was presented for review and endorsement so that staff could move forward with a validity study. The Commission directed staff to gather additional input from the public and continue to revise the TPEs prior to conducting the validity study. Following the October 2015 Commission meeting, two public meetings were conducted with stakeholder groups to gather further feedback and input on the draft TPEs. The validity study of the TPEs was conducted in the spring of 2016 prior to the Commission’s adoption of the revised TPEs in June 2016.

Organization of the Revised TPEs

The revised adopted TPEs are organized in two sections: (1) TPE Elements and Narratives, and (2) Subject Specific Pedagogy. Section 1 presents a narrative description of teaching performance expectations, with specific, measurable elements, organized under each of the six CSTP domains. Organizing the TPEs explicitly around the domains of the CSTP responds to requests from the field to strengthen and align the transition from preservice to induction. TPE elements and narratives describe what new teachers should know and be able to do for each of the six standards at the point of initial licensure.

Section 2 describes subject-specific pedagogy, including, developmentally appropriate teaching strategies and how to support English learners as they progress from Transitional Kindergarten (TK) through high school. A specific program standard, *Standard Two: Preparing Candidates to Master the TPEs*, connects the TPEs to the work of teacher preparation programs, and indicates that teacher preparation programs must provide new teachers with the opportunity to learn and practice the knowledge, skills, and abilities described in the TPEs. The language related to subject-specific pedagogy knowledge and skills was updated with the assistance of staff of the California Subject Matter Projects.

Submission of Transition Plans by Commission-approved Preliminary MS/SS Programs

Institutions are expected to align their programs to the revised adopted TPEs and the 2015 MS/SS program standards for full implementation by September 1, 2017. Program sponsors were notified in December 2015 of the need to transition their preliminary preparation programs to the revised standards via [Program Sponsor Alert 15-07](#). Each institution must submit a transition plan for its multiple and single subject programs to the Commission by March 31, 2017. In the coming months, staff will provide technical assistance to preparation programs to assist programs in the implementation of the 2015 program standards, including the 2016 TPEs, and to provide additional support for the transition process.

References

California Preliminary Multiple and Single Subject Credential Program Standards (2015) with Adopted TPEs (2016)

<http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf>

June 2016 Commission Agenda Item 2B

<http://www.ctc.ca.gov/commission/agendas/2016-06/2016-06-2B.pdf>

PSA 15-07

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-07.pdf>

Contact Information

The Professional Services Division provides a full list of topic- and program-specific dedicated email addresses at: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.