1H
Information

General Session

Information on California Teacher Preparation Related to the NCATE Recommendations

Executive Summary: This agenda item provides information on how the California teacher preparation system addresses the 10 principles identified in NCATE's Blue Ribbon Report.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

♦ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2011

Information on California Teacher Preparation Related to the NCATE Recommendations

Introduction

Staff will provide information on how the California teacher preparation system addresses the 10 principles identified in NCATE's Blue Ribbon Report ([http://www.ncate.org/LinkClick. aspx?fileticket=zzeiB1OoqPk%3d&tabid=715](http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715)).

Background

NCATE convened a panel of individuals to focus greater attention on clinical practice. This panel included 29 leaders in the field of educator preparation and numerous other experts in the field contributed to its work. From California, CSU Chancellor Charles Reed and Christopher Steinhauser, Superintendent of Long Beach Unified School District, participated on the panel.

The result of this effort is the report, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers.* This report argues that the "education of teachers in the United States needs to be turned upside down." In addition it argues that "[teacher preparation] must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.

To accomplish these purposes, the report set forth "Ten Design Principles for Clinically Based Preparation." These include the following:

1. Student learning is the focus.
2. Clinical Preparation is integrated throughout every facet of teacher education in a dynamic way.
3. A candidate's progress and the elements of a preparation program are continuously judged on the basis of data.
4. Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators, and problem solvers.
5. Candidates learn in an interactive professional community.
6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sectors.
7. Specific sites are designated and funded to support embedded clinical preparation.
8. Technology applications foster high impact preparation.
9. A powerful R&D agenda and systemic gathering and use of data support continuous improvement in teacher preparation.
10. Strategic partnerships are imperative for powerful clinical preparation.

Commission staff believes that the California educator preparation community has previously taken steps that are aligned with many of the Blue Ribbon Committee's Ten Design Principles, but the Commission may want to discuss the NCATE Principles further to determine if specific

areas should have greater emphasis. Appendix A includes information about how each of these Design Principles is addressed in California's current educator preparation system. An advisory group is scheduled to begin a study of the issues related to teacher preparation later in 2011. An agenda item is planned for the April 2011 Commission meeting to present the plan for the study and the Design Principles could be included in the charge to the advisory panel.

In addition to advocating these ten principles, the report also called for a greater focus on the following five concepts in relationship to educator preparation:
- More Rigorous Accountability.
- Strengthening Candidate Selection and Placement.
- Revamping Curricula, Incentives, and Staffing.
- Supporting Partnerships.
- Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement.

Provided below is an overview of how California and the Commission address each of the five concepts:
- **More rigorous accountability:** The Commission is responsible for monitoring educator preparation in California and this is completed through its accreditation system.   The system requires each approved program to submit candidate competency data and program effectiveness data biennially. The Commission's accreditation system is one of the most rigorous of any of the states.
- **Strengthening Candidate Selection and Placement**: California's standards specify the criteria for candidate selection (Common Standard 5: Admission) and placement (Common Standard 7 and program specific standards).
- **Revamping Curricula, Incentives, and Staffing:** Curricula, incentives, and staffing are responsibilities of the State Board of Education and local school districts. The Commission has no authority in these areas.
- **Supporting Partnerships:** The concept of partnerships between the educator preparation entities (i.e., institutions of higher education, local education agencies, and other entities) and the employing school districts is addressed in the Commission's standards (Common Standard 1: Educational Leadership and program specific standards).
- **Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement:** The accreditation system is focused on ensuring that each approved program assesses itself based on data, continuously improves, and meets the adopted standards, but does not identify exemplary practices on the part of specific educator preparation programs.

At the present time, the CSU system has agreed to participate in an Eight States Alliance for Clinical Teacher Preparation in accordance with NCATE initiatives. The Committee on Accreditation (COA) discussed the Blue Ribbon Panel Report at the January 20, 2011 meeting. Staff will provide an oral update on that discussion at the Commission meeting.

Appendix A

Ten Design Principles and California's Approach to Clinical Practice

Presented here is information on what California's adopted Common and Program Standards contain related to the NCATE Design Principles. Because many of the standards address multiple concepts, listed here are only the primary standards that address most directly the specific Design Principle. Also presented is limited additional information beyond the specifics of the standards related to the principle.

NCATE's 10 Design Principles for Clinically Based Preparation		
Design Principle	**Commission's Standards that Address the Design Principle**	**Additional Information Related to the Design Principle**
1) Student learning is the focus	The Commission's adopted Common and Program Standards focus on the K-12 academic content standards and require all preparation programs to assess each candidate's ability to teach through the Teaching Performance Assessment (TPA). The Teaching Performance Expectations (TPEs) (Appendix B) specifically focus on K-12 student learning.	The Commission's accreditation system focuses on each program's implementation and judges the program's alignment with the adopted Common and Program Standards. The TPA assesses each candidate's ability to teach K-12 students.
2) Clinical preparation is integrated throughout every facet of teacher education in a dynamic way	**Program Standard 14: Learning to Teach through Supervised Fieldwork** The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework… As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.	California's preparation program standards require that candidates are in the public schools for all phases of a school year, in a variety of settings, with the different age groups authorized by the credential. **Intern programs** are by definition programs where clinical practice is integrated throughout the program. California's intern programs must meet the same program standards as student teaching-based programs. A review of the standards would need to be completed to ascertain if clinical preparation is the "core experience" in programs and if "content and pedagogy are woven around clinical experiences."

NCATE's 10 Design Principles for Clinically Based Preparation

Design Principle	Commission's Standards that Address the Design Principle	Additional Information Related to the Design Principle
3) A candidate's progress and the elements of a preparation program are continuously judged on the basis of data	**Program Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations** …The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA). Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate's progress toward meeting the TPEs…	**Biennial Reports** require each approved program to annually collect candidate assessment and program effectiveness data and analyze the data. The reports are used during the accreditation site visit as one source of information about the programs and the institution. California developed and implements the California Standards for the Teaching Profession (CSTP) which were updated in 2009. The CSTP are aligned to the INTASC standards. In California programs the candidates are assessed on the ability to teach the California K-12 academic content standards. At this time there is no statewide process to judge candidates or preparation programs based on K-12 student outcome data.
4) Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers	Each approved preparation program is required to prepare each prospective teacher with content specific pedagogical preparation (**Program Standard 8**) and assess each candidate through the Teaching Performance Assessment (TPA). The Teaching Performance Expectations (TPEs) address this design principle. The TPEs are provided in Appendix C.	California requires each candidate to demonstrate subject matter mastery through either completion of an approved subject matter program or passage of a subject matter examination. The preparation program is responsible for ensuring that each candidate has the content specific pedagogy knowledge to teach the content to K-12 students.

NCATE's 10 Design Principles for Clinically Based Preparation

Design Principle	Commission's Standards that Address the Design Principle	Additional Information Related to the Design Principle
5) Candidates learn in an interactive professional community		Teacher Preparation programs work with candidates who are beginning their involvement in the professional community. Many Intern programs function in a cohort model. New teachers are inducted through approved Induction Programs with an experienced and prepared support provider.
6) Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector	**Program Standard 15: Qualifications of Individuals who Provide School Site Support** Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California. Sponsors of programs provide ongoing professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and	The Commission's standards require both a programmatic supervisor and a district-employed supervisor for all preliminary teaching candidates. The accreditation system monitors the implementation of the program as specified in the adopted program standards. There is no specific statewide preparation or certification required for clinical supervisors. Common Standard 4: Faculty and Instructional Personnel, and Common Standard 8: District-Employed Supervisors, address the general qualifications that programs must consider in developing criteria for supervisors.

Design Principle	Commission's Standards that Address the Design Principle	Additional Information Related to the Design Principle
	pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching… **Common Standard 8: District-Employed Supervisors** A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	
7) Specific sites are designated and funded to support embedded clinical preparation	**Common Standard 7: Field Experience and Clinical Practice** The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site based supervising personnel…	Beyond what the Commission's standards require, the selection of sites is a local issue. There is no state funding designated specifically for embedded clinical preparation.
8) Technology applications foster high-impact preparation	**Program Standard 11: Using Technology in the Classroom** …Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning... Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning	Although the Commission's standards address the use of technology, a more immediate concern in California may be the level of technology available in public schools. Comments from programs, supervisors and candidates are that credential candidates and new teachers do not find adequate technology in the K-12 schools for the technological content and applications that the programs currently address. Limited technology in the public schools could significantly limit the opportunity for teaching candidates

NCATE's 10 Design Principles for Clinically Based Preparation

Design Principle	Commission's Standards that Address the Design Principle	Additional Information Related to the Design Principle
	activities, and presentations. Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.	and new teachers to practice and apply new knowledge and skills in the use of technology in their subject area.
9) A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation	**Common Standard 2: Unit and Program Assessment and Evaluation:** The education unit implements an assessment an evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.	The Commission's revised accreditation system focuses on continuous improvement for all approved educator preparation programs. The Biennial Reports developed by programs and submitted to the Commission require each approved program to annually collect candidate assessment and program effectiveness data and analyze the data. The programs then decide if program modifications need to be made based on the analysis of the data. A systematic data system is not yet available in California to follow candidates into the schools.
10) Strategic partnerships are imperative for powerful clinical preparation	**Program Standard 2: Communication and Collaboration:** Sponsors of the preliminary teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation…. **Common Standard 1: Educational Leadership** …The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs…	

Appendix B

Teaching Performance Expectations (TPE)

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and 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).

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

Teaching Reading-Language Arts in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting

research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and

monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment
Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2:   <u>Monitoring Student Learning During Instruction</u>
Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on 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:   <u>Interpretation and Use of Assessments</u>
Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom

assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible
Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement
Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking

stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: <u>Developmentally Appropriate Teaching Practices</u>

<u>Background information for TPE 6</u>: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level.   This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. [1]

TPE 6A: <u>Developmentally Appropriate Practices in Grades K-3</u>
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 activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: <u>Developmentally Appropriate Practices in Grades 4-8</u>
During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

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[1] TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12
During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners
Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.[2] They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

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[2] 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 planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: <u>Learning about Students</u>
Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: <u>Instructional Planning</u>
Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: <u>Instructional Time</u>
Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage

transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: <u>Social Environment</u>
Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: <u>Professional, Legal, and Ethical Obligations</u>
Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: <u>Professional Growth</u>
Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.