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# 5D

## Information/Action

### *Educator Preparation Committee*

#### Update on the Work of the Preliminary Standards Task Group

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**Executive Summary:** This agenda item provides an update on the work to strengthen and streamline the Commission's Accreditation system. The item reports on the work of the Preliminary Standards Task Group.

**Policy Question:** Does the work to date align with the Commission's expectations?

**Recommended Action:** That the Commission provide feedback on the work to date and direction for future work.

**Presenters:** Katie Croy and Sarah Solari Colombini, Consultants and Teri Clark, Director, Professional Services Division

#### Strategic Plan Goal

##### **II. Program Quality and Accountability**

- a) 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.

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## Update on the Work of the Preliminary Standards Task Group

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### Introduction

This agenda item presents an update on the work done to date by the Preliminary Standards Task Group to strengthen and streamline the Commission's Accreditation System. A prior update was provided at the April 2015 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2015-02/2015-02-4D.pdf>).

### Background

The Preliminary Standards Task Group is charged with recommending updates to preliminary program standards and to the *Teaching Performance Expectations* (TPEs). The direction from the Commission is to increase the focus on candidate and program outcomes rather than on program inputs where possible. Thus, the Task Group felt that the program standards should be reframed to focus on preparing candidates to meet the TPEs. If these standards are ultimately adopted by the Commission, each Commission-approved preliminary preparation program would be required to provide candidates with the opportunity to learn about, practice and be assessed on each of the performance expectations.

After the May 2015 meeting of the Task Group, staff began to develop electronic surveys to gather input from the field regarding the draft standards. The surveys opened at the end of May and an oral update will be provided on the feedback gathered as of the June 2015 Commission meeting.

### **The Teaching Performance Expectations**

Currently California has thirteen Teaching Performance Expectations (TPEs) (<http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf>). The TPEs are used by Commission-approved programs to guide candidate preparation for teaching and the Teaching Performance Assessments measure the candidates' knowledge, skills, and abilities relative to the TPEs. Each candidate must demonstrate that he or she has the knowledge and skills identified in the TPEs prior to being recommended for a Preliminary Teaching Credential.

The Task Group has reviewed the TPEs and is proposing to reorganize the TPEs into 10 "Beginning Teacher Performance Expectations" or "BTPEs." The Task Group consulted the California Standards for the Teaching Profession (CSTP) as well as the standards from the Interstate Teacher Assessment and Support Consortium known as the InTASC standards, [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) as well as the current TPEs in developing the draft BTPEs. Because the draft BTPEs are completely reorganized from the current TPEs, staff has not provided a tracked edits version but provided in the table below is the alignment among the California Standards for the

Teaching Profession (CSTP), the adopted TPEs and the proposed BTPEs. The full text of the proposed BTPEs is provided in Appendix A beginning on page 5 of this agenda item.

<b>CSTP</b>	<b>Adopted TPEs</b>	<b>Proposed BTPEs</b>
1. Engaging and Supporting Students in Learning	TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Learners	BTPE 1: Student Engagement BTPE 2: Making Content Accessible BTPE 3: Language Acquisition and Development
2. Creating and Maintaining Effective Environments for Student Learning	TPE 10: Instructional Time TPE 11: Social Environment	BTPE 4: Healthy Learning Environments
3. Understanding and Organizing Subject Matter for Student Learning	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	BTPE 5: Content Specific Pedagogy* BTPE 6: Integrating Educational Technology
4. Planning Instruction and Designing Learning Experiences for Students	TPE 8: Learning About Students TPE 9: Instructional Planning	BTPE 7: Planning Instruction BTPE 8: Developmentally Appropriate Teaching Practices
5. Assessing Student Learning	TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and use of Assessments	BTPE 9: Assessment
6. Developing as a Professional Educator	TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	BTPE 10: Developing as a Professional Educator

*\*BTPE 5 includes Content Specific Pedagogy statements for both Multiple and Single Subject Candidates.*

In the current TPEs the Subject Specific Pedagogy statements are contained in TPE 1. Staff worked with the University of California Office of the President to provide the current Subject Specific Pedagogy expectation statements to directors of the California Subject Matter Projects. The directors reviewed the current language and suggested updates to align these expectations with best pedagogical practices. The Content Specific Language is found in Appendix A beginning on page 5 of this agenda item.

Because the TPEs are assessed by the Teaching Performance Assessment, the revised BTPEs would need to be adopted by the Commission before the current TPAs can be updated. To that end, staff proposes using feedback from the Commission at its June 2015 meeting along with additional feedback from the field, and then working with the chairs of the Preliminary Standards and Performance Assessment Task Groups to bring an updated set of BTPEs to the August 2015 Commission meeting for review and possible adoption.

**Key questions for Commission discussion of the BTPEs:**

- 1) Are the appropriate and necessary concepts identified in the BTPEs?
- 2) Are there any concepts in the BTPEs not appropriate to expect of all new teachers at the point of recommendation for a Preliminary Teaching Credential?
- 3) Are there concepts missing from the BTPEs that all candidates for a Preliminary Teaching Credential should know and be able to do?

If the Commission discusses substantive modifications to the BTPEs at the June meeting, staff will work with the co-chairs of the Preliminary Standards and Performance Assessment Task Groups to update the BTPEs before collecting additional feedback.

**Preliminary Program Standards**

The adopted Preliminary Program Standards include nineteen standards that define the curriculum that must be provided to candidates, the types of field experiences candidates must complete, as well as the implementation of the teaching performance assessment.

The Preliminary Standards Task Group took the direction from the Commission to focus more on candidate and program outcomes rather than prescribing the range of program inputs, and to streamline and strengthen standards as a whole. As a result, the Task Group is recommending four program standards. The one area where the Task Group was more prescriptive is in the area of Clinical Practice. The Commission has identified clinical practice as a key component of teacher preparation and the direction was to raise the minimum requirements for clinical practice. Proposed Program Standard 3 addressed this component. The organization of the proposed standards is outlined below. The complete text of the proposed draft standards is provided in Appendix B of this agenda item, beginning on page 29.

Standard One: **Program Design and Curriculum**

Standard Two: **Preparing Candidates to Master the BTPEs**

Standard Three: **Clinical Practice**

3A: Organization of Clinical Practice Experiences

3B: Criteria for School Placements

3C: Criteria for the Selection of Program (University) Supervisor

3D: Criteria for the Selection of District-Employed Supervisor

Standard Four: **Monitoring, Supporting and Assessing Candidate Progress toward Meeting Credential Requirements**

4A: Monitoring and Supporting Candidate Progress

4B: Program Implementation of the Selected TPA Model

4B (1): Program Administration of the Teaching Performance Assessment (TPA)

4B (2): Candidate Preparation and Support

4B (3): Assessor Qualifications, Training, and Scoring Reliability

4C: Clear/Induction Transition Plan

***Key questions for Commission discussion of the draft program standards:***

- 1) Are the draft standards clear?
- 2) Are there any concepts in the draft standards that should be removed?
- 3) Are there concepts missing from the draft standards that should be added?

**Staff Recommendations**

Staff asks that the Commission discuss the draft Beginning Teacher Performance Expectations (BTPEs) and the draft Preliminary Program Standards and provide feedback on the listed questions.

**Next Steps**

Based on the Commission's discussion, staff will work with the chairs of the Preliminary Standards and the Performance Assessment Task Groups to refine the Beginning Teacher Performance Expectations (BTPEs). Staff will work with the co-chairs of the Preliminary Standards Task Group to refine the Preliminary Program Standards. Staff will then distribute the updated BTPEs and Program Standards for further field review.

After the additional feedback has been reviewed, staff will work the co-chairs of the Task Groups to update both documents and bring the updated BTPEs and Program Standards to the August 2015 Commission meeting for discussion and possible adoption.

## **Appendix A**

### **Beginning Teacher Performance Expectations (BTPEs)**

#### **BTPE 1. Student Engagement**

Candidates use a variety of developmentally appropriate strategies and approaches to create and maintain a supportive learning environment that promotes a positive climate for learning and for the positive social-emotional development of all students. Candidates understand and value the socio-economic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, parents, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships and rapport in and outside the classroom.

Candidates use differentiated methods, including the principles of Universal Design for Learning (UDL) and linguistic scaffolding to ensure the active and equitable participation of all students, and to promote integration of all students, including students with special needs, into general education environments through using the Multi-tiered System of Supports (MTSS). 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 IEPs/IFSPs/ITPs/ 504 Plans, as applicable.

Candidates use principles of positive behavior intervention and support processes, such as, for example, restorative justice practices and conflict resolution, and implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate. Candidates work with colleagues to support students' engagement with instruction.

Candidates encourage students to share and examine a variety of points of view during lessons. They use available community resources, prior student experiences, and applied learning activities, including Arts integration, 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 as appropriate and as available. Candidates encourage students to extend their thinking by teaching them to respond to and frame meaningful questions.

#### **BTPE 2. Making Content Accessible**

Candidates identify when a student is not achieving the state academic content standards and analyze the possible barriers to accessing and understanding the content. They provide multiple means for students to access content such as linguistic supports, technology, including Assistive Technology, elements of Universal Design for Learning, and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in IEPs/IFSPs/ITPs/504 Plans.

Candidates use other resources to make content accessible, such as consulting and collaborating with students, colleagues, and families. They integrate other content areas such as the Arts to maximize access to content.

### **BTPE 3. Language Acquisition and Development**

Candidates explain and apply theories, principles, and instructional practices for comprehensive language instruction of English Learners, Standard English learners, and students with disabilities. They can explain and apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in Standard English. Candidates also explain and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

Candidates demonstrate an understanding of the philosophy and characteristics of various programs for English Language Development, including structured English immersion, integrated and designated English Language Development, and Standard English acquisition. Candidates use a student's background and assessment of prior learning both in English and their home language to differentiate instruction and to select instructional materials and strategies to support the student in comprehension and production of Standard English. Candidates analyze a student's non-standard oral and written language to differentiate instruction and extend the student's learning.

As part of differentiating instruction, candidates design and implement instruction based on the student's level of Standard English proficiency and academic achievement keeping in mind that student's individual needs vary and may be multifaceted to include giftedness, first and second language literacy, or other factors as outlined in an IEP/IFSP/or 504 Plan. Additionally, candidates demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire standard English proficiency and an identified disability.

### **BTPE 4. Healthy Learning Environments**

Throughout their sequence of coursework and fieldwork experiences, candidates have opportunities to observe, participate in, and develop healthy classroom and school learning environments for all students. A healthy learning environment requires positive relationships and behaviors, welcomes all students, uses routines and procedures that maximize instructional time and student engagement, supports conflict resolution, and fosters students' independent and collaborative learning. The basis of a healthy learning environment is an educator's in-depth understanding and acceptance of each student and their mental health, social-emotional, and health needs, as well as what each student brings from their individual cultural, linguistic, socioeconomic and academic backgrounds.

Candidates use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. Candidates provide culturally and linguistically relevant learning experiences for students. As future educators and members of learning communities, they have opportunities to self-reflect, check their biases, and experience a variety of cultural and linguistic settings. Candidates support students' mental health, social-emotional, and

health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate.

Candidates design and maintain a fair and appropriate system of classroom management that incorporates student voice and family engagement. They regularly assess and adapt this system in response to students, families, and school contexts. Candidates align their classroom management plan with students' IEP/IFSP/ITP/504 Plans as applicable and with school wide positive discipline policies. Candidates use positive behavioral intervention, restorative justice practices, and other support processes within their classroom management strategies. Candidates value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning.

#### **BTPE 5. Content Specific Pedagogy\***

Candidates demonstrate proficiency in planning, delivering, assessing and reflecting on content-specific instruction consistent with the state-adopted content standards for all students in their subject area(s). Candidates are also proficient in explaining and applying 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. Candidates use their in-depth subject matter knowledge to apply their pedagogical content skills in designing, implementing and evaluating learning sequences. Candidates demonstrate proficiency in designing learning sequences that highlight connections, relationships and themes across subjects and disciplines to engage students in real-world applications to make learning relevant and meaningful.

*\*See [additional language for Multiple Subject and Single Subject candidates](#) beginning on page 10*

#### **BTPE 6. Integrating Educational Technology**

Candidates use appropriate educational technologies to deepen teaching and learning to provide K-12 students with opportunities to participate in a digital society and economy. Candidates understand that established learning goals and students' assessed needs frame the choices of digital tools and instructional applications. Candidates design, evaluate, and implement technology-rich learning environments to customize and individualize learning opportunities and assessments for K-12 students. 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 the state adopted content standards, improving conceptual understanding, cultivating critical thinking, and promoting creative learning.

Candidates model knowledge, skills, and fluency in using digital tools. Candidates teach students how to use digital tools to learn, create new content, and demonstrate learning. Candidates model and promote digital citizenship and critical digital literacy, such as knowledge and application of copyright law, internet security, and acceptable use policies. Candidates promote equal access of all students to digital tools and ensure that students are secure in their digital participation.



**BTPE 7. Planning Instruction**

Candidates demonstrate an understanding of how to effectively combine interrelated knowledge (i.e., content, content pedagogy, and student learning targets) to design appropriate instruction and assessment for all students.

Candidates access and apply knowledge of students' prior achievement and current instructional needs, knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of English learners, the knowledge of effective instructional techniques for students with disabilities in the general education classroom, and knowledge of formative and/or summative student assessment results relative to the K-12 academic content standards.

In planning for instruction consistent with California's K-12 content standards, candidates access and apply their deep content knowledge of the subject area and appropriate content-specific pedagogy consistent with research-based practices in the field. Candidates demonstrate an understanding of the principles of Universal Design and Multi-Tiered Systems of Support and apply these principles in the content field(s) of their credential to meet individual student needs. Candidates are knowledgeable about the range of student disabilities and their effects on student growth and development, learning, and behavior, the range of abilities of gifted and talented students, and use this knowledge in planning instruction to meet all students' needs.

Candidates demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics and science across the curriculum in alignment with California's adopted content standards and their underlying principles.

**BTPE 8. Developmentally Appropriate Practice**

Candidates understand that humans develop along generally predictable pathways, but they also understand that development within each pathway varies across and within age ranges and depends upon social, cultural, and other contexts, and that pathways and domains influence each other in complex ways. Candidates understand that students' learning and development are a result of the interaction between students' prior experiences, their genetic background, their maturational status, and the range of environmental and cultural experiences that they encounter.

Developmental cognitive neuroscience research posits that the brain is constantly reshaping itself in interaction with environmental experience. This suggests that a "learning disability" is more constructively understood as a disconnect between a child's cognitive profile and the socially determined demands of schooling, rather than as an individual "disability" of dysfunction of a particular brain function. Therefore, candidates approach classroom practice with the understanding that all students can learn, and that the social and academic ecology of their classroom has tremendous impact on their learning.

In order to ensure student's learning and well-being in their classrooms, candidates consider the following as they design and implement classroom practice: 1) students' growth and development occur within and across multiple, interrelated domains including the physical, cognitive, linguistic, social, psychological, and ethical domains; 2) development resides in the interaction between context(s) and the individual; and 3) development displays patterns and trajectories as well as variability across time and within and across individuals.

### **BTPE 9. Assessment**

Candidates develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. As candidates learn about their students, they apply this information to make accommodations and/or modifications of assessment for English learners, students with identified learning needs, students with disabilities, and advanced learners. Candidates use multiple measures and modalities to make an informed judgment about what a student knows and is able to do.

Candidates are introduced to assessment design principles and learn about test construction, test item development criteria, and scoring approaches, including rubric design. They understand that assessments should be both valid and reliable, and are aware of ways to mitigate potential bias in question development and in scoring. Candidates are introduced to and learn to administer a variety of assessments, including diagnostic, formative, and summative assessments. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Candidates are introduced to a variety of types of for assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They understand that assessments are designed and used for a range of purposes.

Candidates use data to inform instructional design, reteach, provide resources, and accurately document student academic and developmental progress. They share feedback about performance in a timely and clear way with students, families and other educators. Candidates provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning.

### **BTPE 10. Developing as a Professional Educator**

Throughout their preparation program, candidates develop a deep understanding of their fundamental professional responsibilities as an educator and as members of a well-established profession, and of their accountability to students, families, colleagues, and schools. Candidates take responsibility for all students' academic learning outcomes. Candidates exhibit and continuously develop positive dispositions of caring, support, acceptance, fairness, and high expectations toward all students, colleagues, and families. They also have positive dispositions toward ongoing learning and development, both personal and professional.

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.

## Beginning Teaching Performance Expectations (BTPEs)

In becoming professional educators, candidates become members of complex organizations. Therefore, 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.

As members of professional school communities, they have opportunities to develop their knowledge, skills, and leadership abilities. Candidates seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Candidates participate as a team member with colleagues, families, and agency representatives. Candidates understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession.

Candidates articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant law and policies, including but are not limited to laws relating to professional misconduct and moral fitness; use of digital content and social media; acts of intolerance and harassment such as bullying, racism; laws pertaining to the education and rights of all learners including English learners and students with disabilities; regulations about mandated reporting; and laws that protect the privacy, health, and safety of students, families, and school professionals.

### **Subject Specific Pedagogy Performance Expectations**

Candidates in all disciplines should demonstrate knowledge of and ability to teach content aligned with the California Common Core State Standards and the English Language Development Standards. Primary teachers need to have knowledge of the Preschool Learning Foundations. The interdisciplinary nature of these standards requires candidates to demonstrate both the capacity and a disposition to collaborate with their colleagues to ensure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, it means that candidates must embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

### **Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

1. Teaching Reading in a Multiple Subject Assignment
2. Teaching [English-Language Arts](#) in a Multiple Subject Assignment
3. Teaching [Mathematics](#) in a Multiple Subject Assignment
4. Teaching [History-Social Science](#) in a Multiple Subject Assignment
5. Teaching [Science](#) in a Multiple Subject Assignment
6. Teaching [Physical Education](#) in a Multiple Subject Assignment
7. Teaching [Health Education](#) in a Multiple Subject Assignment
8. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

#### **1. Teaching Reading in a Multiple Subject Assignment**

Language is still being finalized. The BTPE language is planned to be a subset of the current Program Standard 7A: Multiple Subject Reading, Writing, and Related Language Instruction. The Subject matter requirements for the Reading Instruction Competency Assessment (RICA) would be provided to all programs since candidates must pass the RICA before being recommended for a Multiple Subject teaching credential.

#### **2. Teaching English-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to design and deliver instruction that ensures all students meet or exceed the state-adopted student academic content standards. They understand how to deliver a comprehensive program of rigorous instruction in Reading, Writing, Speaking, Listening, and Language, including English language development, that is consistent with the state standards that establish a progression of increasing complexity. They understand the reciprocal nature of the standards and strategically plan instruction that ensures that all students meet or exceed the standards.

Candidates create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively. Candidates know how to select and use instructional materials that include a wide range of increasingly complex literary and informational texts appropriate for the grade level. They employ 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 or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students 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. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates plan for and encourage students' use of academic 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, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **3. Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to understand and teach the progression of the state-adopted academic content standards for students in mathematics, including applicable English language development standards to promote access to the content for all students. They 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) appropriate 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.

Candidates provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration on assignments and to solve mathematical problems, and they require students to produce written and oral communications that demonstrate 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.

Candidates engage students in the Common Core Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning.

#### **4. Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science, including applicable English language development standards to promote access to the content for all students. They enable students to learn and apply basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. Candidates use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence.

In addition, candidates use the content of History-Social Science to help students develop literacy skills through the shared emphasis on text, argumentation, and use of evidence across these disciplines. Candidates 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. Candidates help students understand current and prior events and historical periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. 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 a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary historical and social science-related documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

#### **5. Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to teach the state-adopted academic content standards for students in science, including applicable English language development standards to promote access to the content for all students. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the nature of science the integration of engineering design, and the connections between science, society, technology and the environment. Further,

candidates integrate mathematical concepts and practices, including the importance of accuracy, precision, and estimation of data, and literacy into science pedagogy. 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 engage in disciplinary discourse practices that foster evidence-based explanations and argumentations 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.

#### **6. Teaching Physical Education in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted content standards for physical education, including applicable English language development standards to promote access to the content for all students. They balance the focus of instruction between motor skill development, and concepts, principles, strategies of physical education content. Candidates know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Candidates' explanations, demonstrations, and class activities serve to help students attain the motor skills and movement patterns needed to perform a variety of physical activities and to demonstrate candidates' knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, candidates demonstrate the ability to support students' learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Candidates provide a safe environment for discussion of sensitive issues, taking intellectual risks, and mitigating the risks associated with learning to move in a public environment. 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 relating to physical education content and to use speaking and listening skills as tools for demonstrating their learning. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

#### **7. Teaching Health Education in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted content standards for health education, including applicable English language development standards to promote access to the content for all students. Candidates balance the focus

of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning, align instruction with assessment, and provide appropriate feedback for students.

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 health education and to use speaking and listening skills as tools to demonstrate their learning. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

#### **8. Teaching Visual and Performing Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed academic content standards in the four arts content areas of dance, music, theatre, and visual arts, including applicable English language development standards to promote access to the content for all students. Candidates understand and focus instruction to promote the positive benefits students gain from sequential instruction in each art content area, including transferable college and career ready skills. Candidate understand and use Arts learning to support students in other academic subjects, foster engagement in school and motivation to learn, and build students' skills in collaboration, communication, and in navigating and understanding the diversity of the world needed for success in college and career.

Candidates craft instruction of increasing complexity in the Arts disciplines, as appropriate to a multiple subjects teaching assignment. Candidates assess student learning in each of the Arts content areas and use this information to inform and promote student learning. Candidates assist students to see the value of arts learning and skill development for their future schooling and careers. Candidates take advantage of community arts resources to promote student engagement with Arts learning.

#### **Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

1. Teaching [English Language Arts](#) in a Single Subject Assignment
2. Teaching [Mathematics](#) in a Single Subject Assignment
3. Teaching [History/Social Science](#) in a Single Subject Assignment
4. Teaching [Science](#) in a Single Subject Assignment
5. Teaching [Physical Education](#) in a Single Subject Assignment
6. Teaching [Art](#) in a Single Subject Assignment
7. Teaching [Music](#) in a Single Subject Assignment



8. Teaching [World Languages](#) in a Single Subject Assignment
9. Teaching [Agriculture](#) in a Single Subject Assignment
10. Teaching [Business](#) in a Single Subject Assignment
11. Teaching [Health](#) in a Single Subject Assignment
12. Teaching [Home Economics](#) in a Single Subject Assignment
13. Teaching [Industrial and Technology Education](#) in a Single Subject Assignment
14. Teaching [English Language Development](#) in a Single Subject Assignment

### **1. Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts and English Language Development. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening, and language to ensure that students meet or exceed the standards. They understand how to make English-Language Arts comprehensible to students and the need for students to use all forms of language as tools for thinking, learning and communicating.

They understand how to 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 disciplines, tasks, purposes, and audiences. 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 understand how to teach formal and informal speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas. Candidates understand how to 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 in this and other disciplines. They provide students the opportunity to integrate and evaluate media and technology as integral tools in the classroom.

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 in skills and concepts taught, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **2. Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic standards for students, including applicable English language

development standards to promote access to the content for all students, so that students meet or exceed the end of the year expectations for their grade or course in order to be college and career ready by the end of grade 12. Candidates enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. Candidates 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 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. Additionally, candidates use developmentally appropriate and diverse strategies to engage 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.

Candidates engage students in the Common Core Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning.

### **3. Teaching History-Social Science in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards in history-social science, including applicable English language development standards to promote access to the content for all students. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards. Candidates use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. In addition, candidates use the content of History-Social Science to help students develop literacy skills through the shared emphasis on text, argumentation, and use of evidence across these disciplines. Candidates help students engage with questions and topics of

disciplinary significance rather than memorize discrete pieces of information unconnected to broader issues. Candidates use timelines and maps to reinforce students' sense of temporal and spatial scale. They teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand current and historical events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Additionally, History-Social Science Single Subject candidates connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. 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 bias and subjectivity in historical actors. 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 with the opportunity to use and evaluate media and technology as tools to enhance their understanding of the content area. 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.

#### **4. Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic content standards for students in science, including applicable English language development standards to promote access to the content for all students. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology and the environment. Further, candidates integrate mathematical concepts and practices, including the importance of accuracy, precision, and estimation of data, and literacy, into science pedagogy. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom. Candidates encourage students to pursue science and engineering interests, especially students from groups underrepresented in science and engineering 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 also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive, argumentative and expository text in the content area. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.

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 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.

#### **5. Teaching Physical Education in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for physical education, including applicable English language development standards to promote access to the content for all students.

They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity. Candidates build content rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.

Candidates know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Candidates provide a safe environment for discussion of sensitive issues, taking intellectual risks, and mitigating the risks associated with learning to move in a public environment. Further, candidates know how to establish a learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education.

Candidates support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical

education. Candidates also teach students to write argumentative and expository text in the physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of physical education. They provide students with the opportunity to use and evaluate media and technology as tools to enhance their understanding of the content area.

Candidates design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that support students' cultural and ethnic backgrounds, ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content.

#### **6. Teaching Art in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic content and literacy for Technical Subject standards for students in Visual Arts, including applicable English language development standards to promote access to the content for all students. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content and literacy for Technical Subject standards. They are able to design instruction that engages students through inquiry in researching information and resources needed to explore an artistic question, supports students' development in creative processes, artistic skills and techniques, and supports students' literacy in expression and communication of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Visual Arts model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making. They provide secure and safe environments that allow students to take risks and approach artistic, design or aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts. Candidates build students' creative problem solving process and skills, innovative and critical thinking, communication, collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques. They establish, teach and monitor procedures for the evaluation, safe care, use, and storage of art equipment and materials used during the creative process.

Candidates understand and are able to teach students about the historical, cultural and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They

emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California. Candidates guide students as they make informed critical judgments, evaluations and responses about the quality, impact and success of artworks through perceiving, analyzing, and applying differing sets of criteria. Candidates also provide their students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design or collection of works.

Candidates teach students to independently read both literal text and visual texts, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats. Candidates also teach students to write evaluative, argumentative and expository visual arts texts and create visual images and structures, and to curate a collection of objects/images to express views, statements, or facts.

They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral creative, expressive and communication tools. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of arts and design.

Candidates understand how to design and implement instruction for their students to discover the connections of visual arts content and skills to college and career opportunities, life skills and lifelong learning.

## **7. Teaching Music in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic content and literacy for Technical Subject standards for students in Music, including applicable English language development standards to promote access to the content for all students. They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions; and cadences), and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration and have facility in transposition.

Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, contemporary and historical periods, and they identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain specific text, and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music to express views, positions, or facts.

Candidates teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the fields of music, media and entertainment.

Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and ensemble classes including portfolio, video recording, audio recording, adjudication forms and rubrics. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral creative, expressive and communication tools. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to composing music.

#### **8. Teaching World Language in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state adopted standards in World Languages, including applicable English language development standards to promote access to the content for all students. First, and most important, they demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the three communicative modes (Interpretive, Interpersonal, and Presentational) and the enabling skills (Listening, Reading, Speaking and Writing) that support them, thus allowing candidates to support their students to develop and demonstrate communicative ability in the target language and culture from level 1 to advanced. Candidates teach students to independently read

and comprehend, and they select instructional materials including authentic resources that provide increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the target language.

Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural conventions and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of both heritage and native speakers. They demonstrate they have the requisite knowledge necessary to plan and deliver challenging lessons, and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate they know how to use technology to support and enhance their instruction. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

#### **9. Teaching Agriculture in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture, including applicable English language development standards to promote access to the content for all students. They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Single Subject candidates structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicums. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. Candidates teach



students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Candidates provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom.

#### **10. Teaching Business in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business for student mastery, including applicable English language development standards to promote access to the content for all students. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts, including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and the ethical use of information technology in business situations.

Candidates instruct students in basic economic principles as these apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students through a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom. Candidates use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

#### **11. Teaching Health Science in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for health education, including applicable English language development standards to promote access to the content for all students.

Candidates demonstrate the ability to teach the state-adopted academic content standards for students in Health Science. Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions.

Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of health education. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom.

## **12. Teaching Home Economics in a Single Subject Assignment**

Candidates for a Single Subject Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics, including applicable English language development standards to promote access to the content for all students. They understand how to create home economics career pathways by planning sequences of courses for two complementary inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. They provide

students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

### **13. Teaching Industrial and Technology Education in a Single Subject Assignment**

Candidates for a Single Subject Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education, including applicable English language development standards to promote access to the content for all students. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate the strengths and limitations of media and technology as integral tools in the classroom.

They prepare students to understand and use the design process as a problem-solving model. They design and provide students with problems, exercises, and projects that require the application of core academic knowledge, including but not limited to the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write argumentative and expository text in the content area.

Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. Candidates promote student awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates make connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and

reinforce for students the critical role of lifelong learning as well as provide students with a foundation for making ITE-related career choices.

**14. Teaching World Language: English Language Development in a Single Subject Setting**

Candidates for a Single Subject Credential understand and apply specific teaching strategies that are effective in providing a comprehensive program of systematic instruction in English Language Development and English Language Arts aligned with both sets of state-adopted standards. They understand the background, history, and legal requirements for English learner education in California and the United States. They learn and practice ways to design and deliver direct, explicit and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Candidates demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations and use these understandings when planning instruction. They understand and apply culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Candidates are knowledgeable about composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts to help students develop and practice these skills.

Candidates understand, plan, design, implement and assess instructional outcomes for all students, including the full range of English learners. They learn and practice ways to design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds. They understand and address the unique learning needs of long-term English learners that distinguish them from newcomers and other types of English learners. Candidates assess student progress both formally and informally, and use the results to inform and plan instruction that advances the learning of all English learner students.

Candidates provide academic language development instruction, emphasizing discourse that leads to the production of complex texts. They provide systematic vocabulary development that emphasizes high utility words used across curricular areas. Candidates connect and contextualize reading, writing, aural, and oral language development instruction for all students; implement effective English language development strategies to engage students and promote opportunities for developing oral language across the curriculum; and they assist students to increase reading comprehension, including students' ability to access grade- level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.

## Beginning Teaching Performance Expectations (BTPEs)

Candidates assist students to improve their ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences. They provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to informational, persuasive, and technical literature), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays. Candidates assist students in understanding how to incorporate technology into language arts as a tool for conducting research.

Candidates assist students with understanding the norms and values of U.S. cultures, the culture of schooling and how to access school and community resources.

## **Appendix B**

### **Draft Preliminary Program Standards**

#### **Standard One: Program Design and Curriculum**

The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2)

#### **Standard Two: Preparing Candidates to Master the *Beginning Teacher Performance Expectations* (BTPEs)**

The *Beginning Teacher Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. 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) and other program based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

#### **Standard Three: Clinical Practice**

##### **3A. Organization of Clinical Practice Experiences**

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with K-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities that are integrated with theoretical and pedagogical coursework consisting of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences

provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for another 150 hours. Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours, in a diverse public school setting.

The program provides initial orientation for preparation program supervisors and district employed supervisors of clinical practice experiences to ensure the supervisor understands the role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate is 4 times per quarter or 6 times per semester. The minimum amount of district employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated with valid measures, based on the TPEs, that produce data that can be aggregated and disaggregated.

### **3B. Criteria for School Placements**

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

### **3C. Criteria for the Selection of Program (University) Supervisors**

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in public school settings. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

**3D. Criteria for the Selection of District-Employed Supervisors** *(also known as the cooperating teacher, master teacher or on-site mentor)*

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

**Standard Four: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements**

**4A: Monitoring and Supporting Candidate Progress**

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the BTPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

**4B: Program Implementation of the Selected TPA Model** *(Note: Standards 4B 1-3 were adopted by the Commission in April 2015)*

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

**4B (1): Administration of the Teaching Performance Assessment (TPA)**

(a) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(b) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to video his/her teaching with



K-12 students. The program assures that each school or district where the candidate is placed has a video policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

- (c) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.
- (d) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.
- (e) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- (f) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.
- (g) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

#### **4B (2): Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

- (a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support

focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment). Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(b) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

#### **4B (3): Assessor Qualifications, Training, and Scoring Reliability**

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

**4C: Clear/Induction Transition Plan**

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.