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Information/Action

Educator Preparation Committee

Update on the Development of the Commission's Teaching Performance Expectations and Teaching Performance Assessment

AGENDA INSERT

Executive Summary: This agenda item presents draft Teaching Performance Expectations (TPEs) for Commission review and an update on the work to revise the CalTPA.

Policy Questions: Do the draft TPEs represent what preliminary teaching candidates should know and be able to do?

Recommended Action: Staff recommends that the Commission authorize staff to move the draft TPEs forward for a validity study as part of the CalTPA revision process. Staff also recommends that the Commission endorse the proposed changes in the Assessment Design Standards as reflected in Appendix C.

Presenters: Amy Reising, Director of Development for Teacher and Administrator Performance Assessments and Teri Clark, Director, Professional Services Division

Strategic Plan Goal:

I. Educator Quality
   b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

October 2015

Update on the Development of the Commission's Teaching Performance Expectations and Teaching Performance Assessment

California Teaching Performance Expectations (2015)

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

This document reflects suggestions that were made at the June Commission meeting. Staff has worked to provide a starting place for this revision. It is critical that this work reflects the direction that the Task Group leadership (co-chairs) and the group intended.

Teaching Performance Expectations (TPEs)

All P-12 students: Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

TPE 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 disabilities, into general education environments through using the principles of 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 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.

TPE 2. Making Content Accessible

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.

TPE 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, including the incorporation of visual and performing arts, 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. They are able to determine communicative intent, particularly with students with low verbal abilities.

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 struggles with reading and writing, 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.

TPE 4. Healthy Learning Environments
Throughout their sequence of coursework and fieldwork experiences, candidates have opportunities to observe, participate in, and develop healthy and productive 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 response (or responsiveness) to each student who may have an adverse childhood experience and his/her mental health, social-emotional, and health needs, as well as what each student brings from his/her 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 demonstrate an understanding of the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning.

TPE 5. Content Specific Pedagogy*
Candidates demonstrate proficiency in planning, delivering, assessing and reflecting on content-specific instruction consistent with the California State 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 evidence-based 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.

Candidates identify, analyze, and mitigate barriers so that students can access and understand the content including the state academic standards. Candidates 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.

See [additional language for Multiple Subject and Single Subject candidates](#) in Compendium

TPE 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 California State 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.

TPE 7. Planning Instruction/Instructional Design
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 alignment between instructional goals/student learning objectives including IEP/IFSP/ITP/504 Plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning.

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, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

TPE 8. 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 demonstrate knowledge of assessment design principles such as test construction, test item development criteria, and scoring approaches, including rubric design. They demonstrate an understanding that assessments should be both valid and reliable, and know how to mitigate potential bias in question development and in scoring. Candidates demonstrate knowledge of and 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 demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They provide evidence that they understand that assessments are designed and used for a range of purposes.

Candidates analyze data to inform instructional design, self- reflect, 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.

TPE 9. 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.

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.