2B

Information/Action

Educator Preparation Committee

Adoption of Teaching Performance Expectations

Executive Summary: This agenda item presents the findings of a validity study of the draft revised Teaching Performance Expectations (TPEs). The Commission may review, revise and/or adopt the revised TPEs.

Policy Question: Do the draft Teaching Performance Expectations align with the Commission's expectations?

Recommended Action: That the Commission adopt the draft Teaching Performance Expectations.

Presenters: Amy Reising, Director of Performance Assessments, Nicole Amador, Director, Educator Solutions for Licensing and Learning, Evaluation Systems group of Pearson, Arthur Thacker, Program Manager, Validity Investigations for Education and the Workplace, HumRRO and Cheryl Paullin, Director, Private Sector Talent Management, HumRRO

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.

Adoption of Teaching Performance Expectations

Introduction

This agenda item presents revised Teaching Performance Expectations (TPEs). Approval of the TPEs will allow Commission staff, an appointed Teaching Performance Assessment (CalTPA) Design Team, and the Commission's technical contractor, Evaluation Systems group of Pearson (Evaluation Systems), to continue with the redevelopment of the Commission's model TPA. The Commission's model TPA, is called the CalTPA. The CalTPA Design Team includes twenty members representing the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. A list of CalTPA Design Team members is included in Appendix A. The CalTPA Design Team has met twice, on April 25-27 and May 24-25 at the Commission. The CalTPA Design Team, Commission staff and Evaluation Systems staff will continue to meet monthly through September of 2016, and then every other month through June of 2018. Appendix B includes a graphic showing how the CalTPA Design Team, and other teams necessary to inform the redevelopment of the CalTPA, will interact with the Commission, Commission staff, and the Commission's technical contractor, Evaluation Systems. Appendix C includes a timeframe for completion of this project.

Background

The Commission in the October 2015 meeting gave direction for staff to move ahead with a revision of the TPEs for general education teachers and to conduct a validity study. At its December meeting, the Commission directed staff to move forward with the development of a RFP to identify a technical contractor to support Commission staff and a Design Team to redevelop the CalTPA. At the February Commission meeting, Evaluation Systems was approved as a contractor to support the redevelopment project. The first task of the CalTPA RFP outlined the requirements for a validity study of the TPEs.

Draft Teaching Performance Standards

Teaching Performance Expectations (TPEs) form the foundation of what teachers new to the profession should know and be able to demonstrate at the point of initial licensure. The TPEs play an integral role in determining the design and delivery of teacher preparation program curriculum and fieldwork experiences for candidates. Consistent with statute, Commission-approved Teaching Performance Assessments (TPAs) measure TPEs and are expected to provide critical and detailed feedback that a newly prepared teacher needs to improve and enhance his/her teaching practice.

The first set of TPEs developed by the Commission, based on the *California Standards for the Teaching Profession* (CSTP), was adopted in 2001 following a comprehensive job analysis and study to determine its validity as a set of expectations for teacher knowledge and skill at the point of entry into teaching. Adjustments to the original draft have been made over the ensuing years in response to policy or changing conditions in schools. Most recently (2013), the TPEs were updated to ensure alignment with the California Common Core State Standards (http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf).

As the Commission moved to strengthen and streamline its accreditation system, update preparation standards and improve performance assessments, it was necessary to conduct a deeper review of the TPEs to ensure that as a whole, they reflected the field's evolving set of expectations for teacher knowledge and ability. Beginning in fall 2014, the Commission's Preliminary Standards Task Group was tasked with conducting this review. The group worked with Commission staff to eliminate redundancies, streamline and reorganize TPEs, with detailed criteria framing essential knowledge, skills, and abilities in each domain. The group proposed the following new areas of focus:

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

The lengthy set of TPEs presented to the Commission in June 2015 were distilled into 43 specific expectations that align with the CSTPs. At the October, 2015 Commission meeting, the restructured draft of the TPEs was presented for review and endorsement as a draft so that staff could move forward with a validity study. Upon review and after hearing public input, the Commission directed staff to gather more input from the public and continue to revise the TPEs prior to moving to the release of an RFP to conduct a validity study.

Following the October Commission meeting, two public meetings were conducted on October 28, in Sacramento, and on November 16, in San Marcos to continue to gather feedback and input in relation to the TPEs. In addition to public meetings and correspondence, staff talked with several constituent groups including CTA, PASSCo, Children Now, The California Endowment, Computer Using Educators (CUE), and with teacher educators, teachers, and administrators attending the California Council on Teacher Education fall conference held in San Diego.

Organization of the Revised Draft Teaching Performance Expectations
Based on conversations with the co-chairs of the Commission task group and the field through public input meetings, correspondence, and discussions, the TPEs have been organized into two sections; (1) TPE Standards, Narratives, and Elements, and (2) Subject Specific Pedagogy.

Section 1 presents a narrative description of teaching performance expectations, with specific, measureable elements, organized under each of the six CSTP domains. Organizing the TPEs explicitly around the domains of the CSTP responds to requests from the field to strengthen and align the transition from pre-service to induction. By using the CSTP domains as an organizer for the TPEs, candidates, teacher preparers, and educators involved with induction can see the direct and purposeful link between teacher preparation and induction. TPE narratives and elements describe what new teachers should know and be able to do for each of the six standards at the preliminary teaching level. TPE elements are short, measurable statements that describe the knowledge, skills, and abilities that new teachers should have the opportunity to learn in teacher

preparation programs and be able to demonstrate through completing a teaching performance assessment. Narratives align to and describe the intent of the elements and holistically what new teachers should know and be able to do within a particular standard.

Section 2 describes subject-specific pedagogy, requirements, developmentally appropriate teaching strategies, and how to support English learners moving from TK through high school. Subject-specific descriptions were, for the last 15 years, part of program standards and used in the seven-year accreditation review cycle. Given the Commission's direction to staff to streamline program standards and the accreditation system, it was determined by the Commission's Standards work group (convened during 2014-1015) that it would be more efficient and more useful to include detailed subject-specific pedagogy as part of the TPEs. A specific program standard, **Standard Two: Preparing Candidates to Master the TPEs,** indicates that teacher preparation programs must provide new teachers with the opportunity to learn and practice the knowledge, skills, and abilities described in the TPEs and that the TPA must measure the TPEs. The language related to subject-specific pedagogical skills has been reviewed and updated with the assistance of staff at the California Subject Matter Projects.

Commission Bias Review Committee Meeting
The TPEs, including the elements and narratives associated with them in Part 1 and the subject-specific pedagogy narratives in Part 2, were reviewed by the Commission's Bias Review Committee on March 31, 2016. The role of the Bias Review Committee was specifically to address potential bias issues. Commission staff reviewed all committee findings and recommendations, including bias-related and content-related comments, and addresses all noted issues of potential bias by revising the TPE document, as appropriate.

Validity Study of the TPEs
The TPE validity study included focus group sessions and a comprehensive survey. In April 2016, Evaluation Systems conducted 10 focus groups sessions across the state with 134 stakeholders to collect feedback about the TPEs. Teachers, administrators, and preparers of teachers, including induction programs, participated.

Themes that emerged from the 10 focus group sessions included comments that cautioned that the TPEs were unrealistic to expect of beginning teachers; that the document should reflect a developmental continuum for beginning teachers; that the content of the narrative should follow the order of the corresponding elements for that TPE; and that a glossary needs to be added. In general, the structure of the TPEs, having a set of elements followed by narrative statements that illustrated the TPEs, was positively supported.

In addition, Evaluation Systems developed and offered an online validation survey to all California public school teachers, administrators, and teacher educators in the state. The survey opened on April 25th and closed the morning of May 9th. Through 5-point Likert-type ratings and open-ended comments, the instrument collected judgments about each element and narrative associated with each TPE, the narratives that describe subject-specific pedagogy requirements, and the TPEs as a whole. The three element-level survey questions asked for each element and each narrative are listed below.

1) *How important are the pedagogical knowledge, skills, and abilities described by this element for competently performing the job of a beginning teacher during the first few months of teaching in California?*

2) *Do you agree that the pedagogical knowledge, skills, and abilities in this element are written clearly?*

3) *How frequently are the pedagogical knowledge, skills, and abilities described by this element used by a beginning teacher during the first few months of teaching in California?*

After reviewing all 45 elements individually, respondents were asked to make an overall rating on the set of elements by answering the following question: *How well does the set of elements as a whole represent important pedagogical knowledge, skills, and abilities required for competent performance by beginning teachers during the first few months of teaching in California?* Respondents were also asked to rate the narratives associated with each TPE by answering the following question: *How well does the narrative [associated with this TPE] represent important knowledge, skills, and abilities required for competently performing the job of a beginning teacher during the first few months of teaching in California?*

For the narratives associated with the subject-specific pedagogy, respondents were asked to make a rating based on the following question: *How well does the narrative [associated with this subject-specific pedagogy] represent important knowledge, skills, and abilities required for competently performing the job of a beginning teacher in this subject area during the first few months of teaching in California?*

The final question asked was: *How well does the set of TPEs as a whole (elements and narratives) represent important knowledge, skills, and abilities required for competent performance by beginning teachers in California?*

Respondents were asked to provide written explanations for any low ratings, for example ratings of *no importance* or *little importance* OR *strongly disagree* or *disagree*.

Evaluation Systems subcontracted with the Human Resources Research Organization (HumRRO) to review the validity study plan and analyze the resulting data. The final survey data set includes 2,712 respondents of which 2,047 were public school teachers/administrators and 665 were teacher educators. All 47 elements of the TPEs were assigned ratings of 3 or higher for importance and clarity. The average representativeness of the sets of elements and of the narratives was a rating of 4. Almost 75% of survey respondents indicated that the knowledge, skills, and abilities required for competent performance by beginning teachers are well or very well represented by the TPEs as a whole. Furthermore, there is no evidence from the study that any elements are not critical for some beginning teachers. For each respondent group, the following table provides the overall mean ratings of importance to the job, clarity and frequency of use by TPE.

OVERALL TPE RATINGS FOR IMPORTANCE, CLARITY, FREQUENCY AND REPRESENTATIVENESS BY RESPONDENT GROUP

TPE	Public School Teacher/ Administrator			Teacher Educator		
	Importance	Clarity	Frequency	Importance	Clarity	Frequency
1	4.18	4.04	3.85	4.33	4.08	4.08
2	4.30	4.08	3.98	4.42	4.12	4.16
3	4.02	3.93	3.79	4.15	3.96	3.96
4	3.94	3.95	3.68	4.10	3.96	3.86
5	4.01	4.03	3.70	4.21	4.08	3.93
6	4.14	4.02	3.80	4.25	4.03	3.94
Overall Representativeness	**3.94**			**3.80**		

Appendix D provides all validation survey questions and mean ratings for public school teachers/administrators and teacher educators. The full TPE validity study report and appendices are provided through the following links: Study Report and the Appendices.

TPA Design Team Review of the TPEs
The results of the validity study were presented to the CalTPA Design Team at its May 24-25, 2016 meeting. The Design Team was organized into four small groups and each group was tasked with reviewing one or two of the six TPE sets of elements and narrative. Groups were asked to address several key issues identified by the Commission, Evaluation Systems, and HumRRO staff based on an analysis of the focus group and survey findings conducted on May 23rd in preparation for the Design Team meeting. Themes that emerged from the analysis included questions about terminology and needing to define terms or add a glossary; the length and wordiness of some elements; new teachers' understanding of specific standards (e.g., ISTE, iNACOL); new teacher's understanding of "specialist" in TPE 5, Element 6; and the appropriateness of TPE 6, Element 8 for beginning teachers.

In addition to focusing on the themes that emerged from the staff analysis of the validity findings, the TPA Design Team groups also provided feedback based on the guidelines provided below.

TPE Design Guidelines:
- No new elements
- No duplication of narrative
- Every narrative should correspond to one or more elements within the same TPE
- Every element does not need a corresponding narrative
- Where possible, narrative content should be ordered to be the same as the elements, as long as the narrative makes sense
- Identify any terms that should be part of a glossary

TPA Design Team feedback for each TPE was collected and used by Commission and Evaluation Systems staff to finalize the draft TPEs. Once changes were made, the draft TPEs were reviewed

by Evaluation Systems' editor who provided additional, minor suggestions that have been incorporated into the TPE document.

Appendix E contains the revised, draft TPE document based on validity study findings, feedback from the TPA Design Team, and Evaluation Systems' editor. A tracked changes version showing all additions, deletions, new placement of moved text, and original placement of moved text, along with comments that denote movement of text across TPEs, is available through this link.

Staff Recommends

Staff recommends that the Commission adopt the draft TPEs included in Appendix E for use to guide preliminary teacher preparation program development and to be measured through all approved TPAs.

Next Steps

Sponsors of teacher preparation programs will be expected to revise their programs in response to the revised program standards, and adopted TPEs, and currently-approved TPA model owners will also be expected to revise and update their TPA models so that they are aligned with the Commission's TPA Assessment Design Standards and focus on assessing the updated TPEs.

Program Sponsors were notified in late 2015 of the need to transition their preliminary preparation programs to the revised standards by PSA 15-07. A Transition Plan is due to the Commission by March 31, 2017. Once the TPEs have been adopted, staff will begin to work with preparation programs to fully understand the new TPEs and support the transition process. Staff will also communicate with the Commission-approved TPA Model Developers about the revised TPEs and the Assessment Design Standards and the need for all current TPA models to be reviewed and revised to meet the new TPEs and Assessment Design Standards.
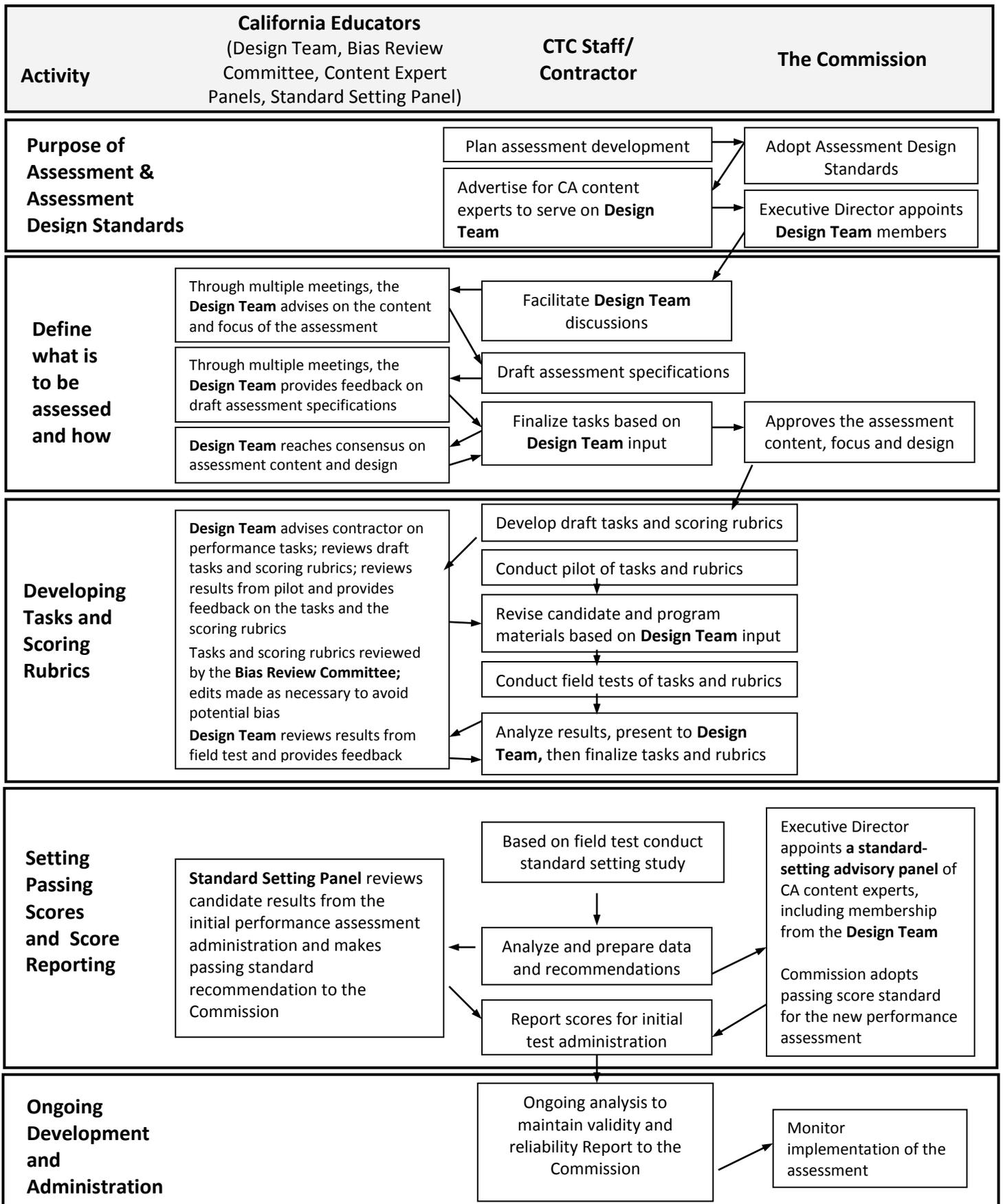
Appendix A

California Teaching Performance Assessment (CalTPA)
Design Team

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Ms. Meredith Fellows, CalState TEACH

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Mrs. Kim Harrison, Washington Unified School District

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Ms. Beth Roybal, Salinas Union High School District

Dr. Donna Scarlett, Reach Institute for School Leadership

Dr. David Sloan, Brandman University

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Mrs. Emily Vazirian, Olive Crest Academy

Dr. Mick Verdi, California State University, San Bernardino

Mrs. Patricia Wick, University of Phoenix

Dr. Tine Sloan, Commission Liaison

Appendix B
Commission CalTPA Development Process
Roles of the Commission, Staff, Content Experts, Design Team and the Contractor

Activity	California Educators (Design Team, Bias Review Committee, Content Expert Panels, Standard Setting Panel)	CTC Staff/ Contractor	The Commission
Purpose of Assessment & Assessment Design Standards		Plan assessment development → Advertise for CA content experts to serve on **Design Team**	Adopt Assessment Design Standards / Executive Director appoints **Design Team** members
Define what is to be assessed and how	Through multiple meetings, the **Design Team** advises on the content and focus of the assessment / Through multiple meetings, the **Design Team** provides feedback on draft assessment specifications / **Design Team** reaches consensus on assessment content and design	Facilitate **Design Team** discussions / Draft assessment specifications / Finalize tasks based on **Design Team** input	Approves the assessment content, focus and design
Developing Tasks and Scoring Rubrics	**Design Team** advises contractor on performance tasks; reviews draft tasks and scoring rubrics; reviews results from pilot and provides feedback on the tasks and the scoring rubrics / Tasks and scoring rubrics reviewed by the **Bias Review Committee;** edits made as necessary to avoid potential bias / **Design Team** reviews results from field test and provides feedback	Develop draft tasks and scoring rubrics / Conduct pilot of tasks and rubrics / Revise candidate and program materials based on **Design Team** input / Conduct field tests of tasks and rubrics / Analyze results, present to **Design Team,** then finalize tasks and rubrics	
Setting Passing Scores and Score Reporting	**Standard Setting Panel** reviews candidate results from the initial performance assessment administration and makes passing standard recommendation to the Commission	Based on field test conduct standard setting study / Analyze and prepare data and recommendations / Report scores for initial test administration	Executive Director appoints **a standard-setting advisory panel** of CA content experts, including membership from the **Design Team** / Commission adopts passing score standard for the new performance assessment
Ongoing Development and Administration		Ongoing analysis to maintain validity and reliability Report to the Commission	Monitor implementation of the assessment

Appendix C

CalTPA Redevelopment Timeframe

Del. #	RFP Component	Deliverable Details	Estimated Due Date
1	Component I	• Revised set of TPEs based on the findings of the validity study	5/31/2016*
		• Final Report of the conduct and outcomes of the validity study of the TPEs	6/10/2016*
2	Component II	• Complete set of redeveloped pedagogical assessment tasks and scoring rubrics for both the multiple and single subject versions of the CalTPA2 for pilot test purposes	9/30/2016*
		• Complete set of pilot CalTPA2 materials for candidate and teacher preparation program use	10/31/2016
		• Complete set of revised pedagogical assessment tasks and scoring rubrics, based on pilot testing results, for both the multiple and single subject versions of the CalTPA2 for field test purposes	7/31/2017*
		• Complete set of field test CalTPA2 materials for candidate and teacher preparation program use	7/31/2017
		• Complete, final set of pedagogical assessment tasks and scoring rubrics for the CalTPA2, based on field testing results, for both the multiple and single subject versions of the CalTPA2, for use during the first two statewide implementation years	6/1/2018*
		• Complete, final set of CalTPA2 materials for candidate and teacher preparation program use during the first two statewide implementation years	6/1/2018
		• Conduct the CalTPA2 Standard Setting Study	5/30/2018*
		• Score reports distributed to candidates and programs from the initial administration of the CalTPA2 for standard-setting purposes	within 15 work days of adoption of passing standard by the Commission
		• Final Report documenting the Standard Setting Study process and outcomes	6/15/2018*
		• Final Report of the CalTPA2 redevelopment process, including description of changes made based on pilot and field testing results	9/30/2018
3	Component III	• An operational online scoring process for candidate, program, and scorer use	3/1/2017*
		• Processes and supporting materials for program training regarding the CalTPA2 system	3/1/2017*
		• Process for the online candidate registration system	3/1/2017*
		• Fully-developed process for the online reporting system	

Del. #	RFP Component	Deliverable Details	Estimated Due Date
		for candidates, programs, and the Commission	6/15/2018*
		• Fully-developed processes and supporting materials for CalTPA2 scorer training	6/15/2018*
		• Fully-developed processes for the ongoing identification of local program scoring needs, including the required turnaround time for scoring reports and the facilitation of the local scoring option	6/30/2018
		• Completion of program and scorer training in preparation for the initial two statewide operational years of the CalTPA2	6/30/2018

Appendix D

Validation Survey Results

TPE ELEMENT IMPORTANCE: MEAN RATINGS

"How important are the pedagogical knowledge, skills, and abilities described by this element for competently performing the job of a beginning teacher during the first few months of teaching in California?"

1 = No importance/Not performed

2 = Little importance

3 = Moderate importance

4 = Great importance

5 = Very great importance

TPE 1 Elements	Public School Teacher/ Administrator[1]	Teacher Educator[2]
1	4.17	4.41
2	4.24	4.27
3	4.34	4.48
4	4.03	4.24
5	4.31	4.41
6	4.11	4.34
7	3.67	3.83
8	4.54	4.58
Overall	4.18	4.33

TPE 2 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.25	4.33
2	4.13	4.36
3	4.45	4.56
4	3.95	4.14
5	4.49	4.59
6	4.65	4.64
Overall	4.30	4.42

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[1] Holders of a teaching credential from the Commission or educators who, within the past 3 years, taught classes in California TK-12 public schools

[2] Faculty members who, within the past 3 years, taught in a California Commission-approved teacher preparation or subject-matter waiver program

TPE 3 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.34	4.45
2	4.18	4.36
3	4.01	4.20
4	4.19	4.22
5	4.20	4.40
6	3.92	4.07
7	3.86	3.87
8	3.30	3.48
Overall	4.02	4.15

TPE 4 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.00	4.25
2	3.65	4.03
3	3.98	4.18
4	4.16	4.33
5	3.97	4.16
6	4.11	4.06
7	4.23	4.37
8	3.86	3.90
9	3.54	3.59
Overall	3.94	4.10

TPE 5 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.17	4.38
2	4.14	4.35
3	3.99	4.23
4	3.90	3.97
5	4.13	4.28
6	3.79	4.06
7	3.84	4.18
8	4.18	4.38
Overall	4.01	4.21

TPE 6 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.28	4.47
2	4.18	4.22
3	3.98	4.13
4	4.41	4.43
5	4.41	4.43
6	4.27	4.42
7	4.38	4.36
8	3.18	3.47
Overall	4.14	4.25

TPE ELEMENT CLARITY: MEAN RATINGS

"Do you agree that the pedagogical knowledge, skills, and abilities in this element are written clearly?"

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly agree

TPE 1 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.96	4.06
2	4.16	4.05
3	4.20	4.25
4	3.85	3.91
5	4.16	4.13
6	3.87	3.95
7	3.98	4.07
8	4.29	4.28
Overall	4.04	4.08

TPE 2 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.98	4.02
2	4.01	4.13
3	4.13	4.10
4	4.02	4.01
5	4.17	4.21
6	4.33	4.27
Overall	4.08	4.12

TPE 3 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.08	4.17
2	4.01	4.00
3	3.87	3.92
4	4.02	3.96
5	4.01	4.03
6	3.91	3.93
7	3.99	3.92
8	3.62	3.79
Overall	3.93	3.96

TPE 4 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.92	3.95
2	3.82	4.00
3	3.98	3.93
4	3.99	3.94
5	3.96	3.93
6	4.05	3.99
7	4.07	4.04
8	4.06	3.97
9	3.94	3.93
Overall	3.95	3.96

TPE 5 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.03	4.10
2	4.11	4.21
3	4.04	4.08
4	4.03	4.11
5	4.10	4.18
6	3.90	4.01
7	4.01	3.99
8	4.10	4.10
Overall	4.03	4.08

TPE 6 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.08	4.12
2	4.08	4.13
3	3.90	3.93
4	4.05	4.01
5	4.28	4.21
6	3.98	4.09
7	4.16	4.09
8	3.76	3.84
Overall	4.02	4.03

TPE ELEMENT FREQUENCY: MEAN RATINGS

"How frequently are the pedagogical knowledge, skills, and abilities described by this element used by a beginning teacher during the first few months of teaching in California?"

1 = Never

2 = Rarely

3 = Sometimes

4 = Very often

5 = Continuously

TPE 1 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.85	4.18
2	4.01	4.08
3	4.01	4.20
4	3.73	3.99
5	3.92	4.14
6	3.76	4.08
7	3.33	3.53
8	4.21	4.35
Overall	3.85	4.08

TPE 2 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.00	4.14
2	3.92	4.17
3	4.22	4.32
4	3.27	3.52
5	4.19	4.35
6	4.40	4.48
Overall	3.98	4.16

TPE 3 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.25	4.38
2	3.87	4.11
3	3.80	4.02
4	3.93	4.03
5	3.90	4.17
6	3.68	3.86
7	3.56	3.62
8	3.05	3.36
Overall	3.79	3.96

TPE 4 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.74	4.03
2	3.41	3.85
3	3.68	3.98
4	3.93	4.12
5	3.64	3.75
6	3.82	3.76
7	4.00	4.18
8	3.62	3.71
9	3.34	3.41
Overall	3.68	3.86

TPE 5 Elements	Public School Teacher/ Administrator	Teacher Educator
1	3.93	4.26
2	3.87	4.13
3	3.57	3.88
4	3.71	3.79
5	3.83	3.92
6	3.38	3.64
7	3.46	3.82
8	3.73	3.99
Overall	3.70	3.93

TPE 6 Elements	Public School Teacher/ Administrator	Teacher Educator
1	4.04	4.25
2	3.95	4.00
3	3.73	3.84
4	4.18	4.27
5	3.68	3.77
6	3.87	4.06
7	4.09	4.06
8	2.77	3.06
Overall	3.80	3.94

TPE SET OF ELEMENTS REPRESENTATIVENESS: MEAN RATINGS

"How well does the set of elements as a whole represent important pedagogical knowledge, skills, and abilities required for competent performance by beginning teachers during the first few months of teaching in California?"

1 = Poorly

2 = Somewhat

3 = Adequately

4 = Well

5 = Very well

TPE	Public School Teacher/ Administrator	Teacher Educator
1	4.04	3.95
2	4.17	4.07
3	3.86	3.80
4	3.88	3.78
5	3.94	4.02
6	3.92	3.90
Overall	3.92	3.88

TPE NARRATIVE REPRESENTATIVENESS: MEAN RATINGS

"How well does the narrative [associated with this TPE] represent important knowledge, skills, and abilities required for competently performing the job of a beginning teacher during the first few months of teaching in California?"

1 = Poorly

2 = Somewhat

3 = Adequately

4 = Well

5 = Very well

TPE	Public School Teacher/ Administrator	Teacher Educator
1	3.92	3.80
2	4.11	3.90
3	3.76	3.69
4	3.83	3.77
5	3.88	3.92
6	3.85	3.84
Overall	3.86	3.78

SUBJECT-SPECIFIC PEDAGOGY REPRESENTATIVENESS: MEAN RATINGS

"How well does the narrative [associated with this subject-specific pedagogy] represent important knowledge, skills, and abilities required for competently performing the job of a beginning teacher in this subject area during the first few months of teaching in California?"

1 = Poorly

2 = Somewhat

3 = Adequately

4 = Well

5 = Very well

	Multiple Subject		Single Subject	
	Public School Teacher/ Administrator	**Teacher Educator**	**Public School Teacher/ Administrator**	**Teacher Educator**
Developmentally Appropriate Practices	4.28	4.14	3.98	3.80
English Language Development	4.07	4.01	3.84	3.84

Multiple Subject Narrative	**Public School Teacher/ Administrator**	**Teacher Educator**
ELA	4.07	3.96
Math	4.13	3.92
History/Social Science	3.99	3.89
Science	3.96	3.95
Physical Education	3.91	3.82
Health	3.85	3.88
VAPA	3.86	3.75
All	**4.02**	**3.92**

Single Subject Narrative	Public School Teacher/ Administrator	Teacher Educator
Agriculture	3.73	3.67*
Art	3.56	4.17
Business	3.57	5.00*
English	3.85	3.92
Health	4.43	3.50*
History/Social Science	4.04	3.60
Home Economics	3.93	4.00*
ITE	3.80	--
Math	3.84	4.25
Music	4.06	4.75*
Physical Education	4.07	3.67
Science	4.07	3.69
World Languages	3.95	4.67
World Languages: ELD	4.12	3.57

*Based on a small number of respondents.

TPE OVERALL REPRESENTATIVENESS: MEAN RATINGS

"How well does the set of TPEs as a whole (elements and narratives) represent important knowledge, skills, and abilities required for competent performance by beginning teachers in California?"

1 = Poorly

2 = Somewhat

3 = Adequately

4 = Well

5 = Very well

TPE	Public School Teacher/ Administrator	Teacher Educator
All	3.94	3.80

Appendix E
Draft Teaching Performance Expectations

This document includes DRAFT *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession* (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the numbering and order of the elements within each TPE do not indicate relative importance or value.

DRAFT Teaching Performance Expectations (TPEs)
Aligned with the California Standards for the Teaching Profession

DRAFT *Teaching Performance Expectations* (TPEs)
Aligned with the *California Standards for the Teaching Profession*

Introduction
The *Teaching Performance Expectations* (*TPEs*) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the *California Standards for the Teaching Profession* (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The draft TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:
- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

TPE 1: Engaging and Supporting All Students in Learning

> **Elements**
> Beginning teachers:
>
> 1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
>
> 2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
>
> 3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
>
> 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
>
> 5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
>
> 6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among 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.
>
> 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
>
> 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative
Student Engagement
Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers 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. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development
Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, 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. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among 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.

Beginning teachers assure 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 Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[3]

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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[3] See Subject-Specific Pedagogical Skills in Section 2 for reference.

Narrative
Subject-Specific Pedagogy and Making Content Accessible
Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology
Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. 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, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   * appropriate use of instructional technology, including assistive technology;
   * applying principles of UDL and MTSS;
   * use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
   * appropriate modifications for students with disabilities in the general education classroom;
   * opportunities for students to support each other in learning; and
   * use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Narrative

Beginning teachers 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 students whose first language is English, English learners, and Standard 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 TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers 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.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers 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 effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect,

reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Narrative

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

Part 2: Subject-Specific Pedagogy

Introduction
This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy
Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills
Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for <u>Multiple Subject Teaching Assignments</u>

1. Teaching English Language Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.

Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

Beginning teachers 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. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. 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.

Beginning teachers 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. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers 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.

Beginning teachers 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.

2. Teaching Mathematics in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers 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.

Beginning teachers provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems. They facilitate 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 foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems. Beginning teachers engage students in the 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

3. Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand 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. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers 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 documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. 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. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

5. Teaching Physical Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content. Beginning teachers 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate 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.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

6. Teaching Health Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards.

Beginning teachers 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 and provide appropriate feedback for students and align instruction with assessment.

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning

teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:
- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.
- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
- Assure that students are provided access to works of art that are broadly representative of cultural diversity.

Subject-Specific Pedagogical Skills for <u>Single Subject Teaching Assignments</u>

1. Teaching <u>English Language Arts</u> in a Single Subject Assignment
2. Teaching <u>Mathematics</u> in a Single Subject Assignment
3. Teaching <u>History-Social Science</u> in a Single Subject Assignment
4. Teaching <u>Science</u> in a Single Subject Assignment
5. Teaching <u>Physical Education</u> in a Single Subject Assignment
6. Teaching <u>Art</u> in a Single Subject Assignment
7. Teaching <u>Music</u> in a Single Subject Assignment
8. Teaching <u>World Languages</u> in a Single Subject Assignment
9. Teaching <u>Agriculture</u> in a Single Subject Assignment
10. Teaching <u>Business</u> in a Single Subject Assignment
11. Teaching <u>Health Science</u> in a Single Subject Assignment
12. Teaching <u>Home Economics</u> in a Single Subject Assignment
13. Teaching <u>Industrial and Technology Education</u> in a Single Subject Assignment
14. Teaching <u>English Language Development</u> in a Single Subject Assignment

1. Teaching English Language Arts in a Single Subject Assignment

Beginning Single Subject English teachers 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, listening, and language to assure that students meet or exceed the standards. They understand how to make English Language Arts comprehensible to students at various English language proficiency levels 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. Beginning teachers 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. Beginning teachers understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.

Beginning teachers 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 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, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Single Subject Assignment

Beginning Single Subject Mathematics teachers demonstrate knowledge of and ability to teach mathematics content aligned with the California State Standards and applicable English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and the disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Beginning teachers understand the concept that English language and literacy development is a shared responsibility of all content area educators.

Beginning teachers enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems. Beginning teachers help students understand different mathematical topics and make connections among them. Beginning teachers 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.

Beginning teachers 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, beginning teachers 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.

Beginning teachers engage students in the 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

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

Beginning Single Subject History-Social Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards. They enable students to learn

and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers should 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 the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. Beginning teachers also use time lines 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 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. Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository text in the content area.

Additionally, beginning Single Subject History-Social Science teachers 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 appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. Beginning teachers ask questions and structure academic instruction to help students recognize implicit and explicit 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 media and technology as tools to enhance their understanding of the content area. Beginning teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

4. Teaching Science in a Single Subject Assignment

Beginning Single Subject Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in science and applicable English Language Development Standards. 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. Beginning teachers emphasize the

nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers 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 strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers 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, beginning teachers teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Beginning teachers 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.

Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository text in the content area. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Additionally, beginning teachers 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. Beginning teachers 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**
Beginning Single Subject Physical Education teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for physical education and applicable English Language Development Standards.

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. Beginning teachers build content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.

Beginning teachers 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.

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

Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository text in 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 media and technology as tools to enhance their understanding of 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers 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, beginning teachers create class environments that support students' cultural and ethnic backgrounds, assure 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

Beginning Single Subject Art teachers demonstrate the ability to teach the state-adopted standards for art and applicable English Language Development Standards. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the state standards for art. They are able to design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question; support students' development in creative processes, artistic skills and techniques; and support students' literacy in expression and communication of ideas in both written and visual forms.

Beginning Single Subject Art teachers 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. Beginning teachers build students' creative problem-solving process and skills, innovative and critical thinking, communication, and 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 safe care, use, and storage of art equipment and materials used during the creative process.

Beginning teachers 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. Beginning teachers 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. Beginning teachers 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. They assure that students are provided access to works of art that are broadly representative of cultural diversity.

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

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. 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.

Beginning teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

7. Teaching Music in a Single Subject Assignment

Beginning Single Subject Music teachers demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards. 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.

Beginning teachers 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. Beginning teachers 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, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and

gender groups and well-known musicians in the development of musical genres.

Beginning teachers 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.

Beginning teachers 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. Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.

They 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 field of music, media, and entertainment industries.

Beginning teachers 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 strengths and limitations of media and technology as an integral creative, expressive, and communication tool. 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. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

8. Teaching World Languages in a Single Subject Assignment
Beginning Single Subject World Languages teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards. 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, beginning teachers 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 enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced. Beginning teachers teach students to independently read, comprehend, and

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

Beginning teachers demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language. Beginning teachers 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 heritage and native speakers. They demonstrate that 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. Beginning teachers also demonstrate that they have the knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate 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

Beginning Single Subject Agriculture teachers demonstrate the ability to teach the state-adopted standards for agriculture and applicable English Language Development Standards. 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 (e.g., water, genetic engineering), and agricultural systems management. They use explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Beginning teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository text in the content area.

Beginning teachers structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards. Additionally, beginning teachers guide, monitor, and encourage students during hands-on laboratory investigations, experiments, and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. Beginning teachers teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

They provide students the opportunity to use and evaluate strengths and limitations of media and

technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

10. Teaching Business in a Single Subject Assignment

Beginning Single Subject Business teachers demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business and applicable English Language Development Standards. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Beginning teachers enable students to solve real-world business problems that include methods of decision making based on 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. Beginning teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development along with the ethical use of information technology in business situations.

Beginning teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Beginning teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Beginning teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Beginning teachers 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. Beginning teachers also teach students to write argumentative 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. Beginning teachers use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

11. Teaching Health Science in a Single Subject Assignment

Beginning Single Subject Health Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards.

Beginning teachers demonstrate the ability to teach the state-adopted academic content standards for students in health science. Beginning teachers demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors. Beginning teachers recognize and are sensitive to 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.

Beginning teachers 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. Beginning teachers demonstrate effective and culturally sensitive 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. Beginning teachers 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. Beginning teachers 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 strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

12. Teaching Home Economics in a Single Subject Assignment

Beginning Single Subject Home Economics teachers demonstrate the ability to teach the state-adopted career and technology standards for students in home economics and applicable English Language Development Standards. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ Future Homemakers of America-Home Economics Related Occupations (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 strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, beginning teachers 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, organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative-thinking, and critical-thinking skills. Beginning

teachers 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. Beginning teachers 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. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

13. Teaching Industrial and Technology Education in a Single Subject Assignment
Beginning Single Subject Industrial and Technology Education (ITE) teachers demonstrate the ability to teach the state-adopted content standards for students in technology education, traditional industrial arts, computer education, and applicable English Language Development Standards. 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 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 to students 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. Beginning teachers 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. Beginning teachers also teach students to write argumentative and expository text in the content area. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers 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, beginning teachers prepare students to understand the connections and interactions between technology and all aspects of society so that students gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Beginning teachers provide 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 a foundation for making ITE-related career choices.

14. Teaching English Language Development in a Single Subject Setting
During interrelated activities in program coursework and fieldwork, beginning Single Subject teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD). 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. Beginning teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well-versed in

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. Beginning teachers are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers are knowledgeable in identifying the academic English language demands across the curriculum and in providing instruction for English learners to meaningfully engage in content area learning.

They understand the background, history, and legal requirements for English learner education in California and the United States.

Beginning teachers of ELD understand, plan, design, implement, and assess instructional outcomes for 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.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of U.S. cultures, the culture of schooling, and how to access school and community resources.
- 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.
- Connect and contextualize reading, writing, aural, and oral language development instruction.
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' 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.
- Improve students' ability to critique texts and media for point of view, implicit and explicit bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.