COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

Implications of Incorporating the Reading Instruction Competence Assessment (RICA) within the Teaching Performance Assessment (TPA)

A Report to the Governor and the Legislature as Required by SB 1209 (Chap. 517, Stats. 2006)

April 2007

This report was developed by Phyllis Jacobson and Yvonne Novelli of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact pjacobson@ctc.ca.gov.

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Implications of Incorporating the Reading Instruction Competence Assessment (RICA) within the Teaching Performance Assessment (TPA)

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EXECUTIVE SUMMARY

A public study session was held by the Commission at its February 2007 meeting to solicit public input regarding the implications and feasibility of incorporating the knowledge, skills and abilities assessed by the Reading Instruction Competence Assessment (RICA) within the Teaching Performance Assessment (TPA). The public study session and required report to the Governor and the Legislature by July 1, 2007 were initiated by SB 1209 (Chap. 517, Stats. 2006), now found in subsection 44252.6(c) of the California Education Code.

Education Code §44252.6(c) requires the Commission to hold this study session as part of a broader initiative to streamline credential requirements. This law specifically requires that the public be offered an opportunity "to comment on the implications, costs, and validity of consolidating these assessments [RICA and TPA]."

At the study sessions, the Commission provided background information about the two examinations under consideration, the RICA and the TPA, and solicited public input about the implications, costs, and validity of potentially including the RICA content within the TPA. Eleven written communications were received by the Commission prior to the public study session and twelve individuals provided in-person comments at the study session. All but one commenter strongly recommended that the knowledge, skills and abilities assessed by the RICA <u>not</u> be incorporated within the TPA. The major reasons stated as to why the public did not support the incorporation of the RICA content within the TPA may be summarized as follows:

- The depth and breadth of the critical RICA content in terms of assessing a candidate's ability to teach reading would be lost if incorporated within another assessment that also focuses on areas other than the teaching of reading;
- The skills related to teaching reading cannot be adequately assessed as part of other performance-based assessments;
- It is important not to "dilute" the RICA because of the crucial nature of the knowledge about teaching reading that each teacher needs to demonstrate;
- There are several different TPA versions and the validity and reliability of the RICA content would be at risk as a result of having several different versions of the TPA that incorporated RICA content;
- It will become more difficult to monitor the effectiveness of preparation programs with respect to the teaching of reading;

- The reliability of scoring of the RICA content might be affected if it were included within a performance assessment that is locally administered and scored;
- Incorporating the RICA content within the TPA could result in wide variations in candidate preparation due to the local implementation of the TPA and variance across teacher preparation program coursework organization and delivery; and
- Having the RICA as a separate examination results in the candidate receiving more rigorous coursework in the teaching of reading.

Of the two individuals who wrote in support of incorporating the RICA content within the TPA, one modified his comments during the public study session, and the other indicated that he would be in favor of streamlining the process for becoming a teacher, and also in favor of eliminating the CBEST and the CSET examinations.

In summary, the input received by the Commission from stakeholders and other public commenter's at the public study session supported maintaining the RICA examination as a separate assessment of the knowledge, skills and abilities required to teach reading in California public schools. *The written comments and public testimony indicate that these individuals believed very strongly in the importance of maintaining the RICA as a separate examination; they believed that incorporating the RICA within the TPA would only serve to dilute the verification of the beginning teacher's ability to teach reading effectively; and they did not support incorporating the RICA content within the TPA.*

Implications of Incorporating the Reading Instruction Competence Assessment (RICA) within the Teaching Performance Assessment (TPA)

I. Study Session Purpose and Rationale

Senate Bill 1209 (Chap. 517, Stats. 2006) requires that the Commission "shall conduct a public study session to consider the implications of incorporating the assessment of ability, skills and knowledge related to effective reading instruction that is assessed by the Reading Instruction Competence Assessment (RICA) within the teacher performance assessment set forth in Section 44230.1 and shall report on the outcome of that session to the Legislature and the Governor no later than July 1, 2007."

A primary rationale for holding a study session of this nature is to consider the potential for reducing the number of the examinations required for teacher credentialing, if there is overlap or redundancy in what is measured across these examinations. In this regard, SB 1209 requires that three issues in particular be looked at in relation to the implication of incorporating the knowledge, skills and abilities assessed in the RICA examination within the teaching performance assessment: the implications, costs, and validity of consolidating these two assessments.

The Commission fulfilled the study session requirement by holding a public study session on the implications of incorporating the RICA within the TPA at its February 2007 regularly-scheduled public meeting. The information provided below is intended to serve as background and context for the public comments and the discussions facilitated through this public study session.

II. Brief Description of the RICA and the TPA Examinations

The RICA and the TPA examinations are two separate and distinct examinations with different purposes and different content on which they are based. The RICA examination focuses in depth on the knowledge; skills and abilities needed by teachers to teach reading to all students in California public schools, and is grounded on the most recent state reading framework (see Appendix B). The RICA examination is administered by an expert contractor under secure testing conditions and is scored and reported by trained reading specialists under the guidance of the expert contractor.

The TPA examination focuses more broadly on the teacher candidate's actual performance in teaching a broader range of content to K-12 students based on California's adopted K-12 student academic content standards and frameworks. The performance of each candidate is assessed as to the degree to which the candidate has demonstrated mastery of California's adopted *Standards for the Teaching Profession (CSTP)* as these are exemplified in the *Teaching Performance Expectations for Beginning Teachers* (see Appendix C). The tasks of the TPA focus on the areas of subject-specific pedagogy, planning instruction for all students, assessing student learning, and a culminating teaching experience with actual K-12 students. The TPA is locally

administered, scored, and reported by each Commission-approved individual teacher preparation program.

III. Comparisons and Analysis of the RICA and the TPA Examinations

A. Summary Chart: The chart below summarizes the major comparison points between the RICA and the TPA examinations.

Comparison Between the RICA and the TPA Examinations*

	Reading Instruction Competence Assessment (RICA)	Teaching Performance Assessment (TPA)
Mandatory for Which California-Trained Candidates	• initial multiple subject candidates • initial education specialist credential candidates	• initial multiple subject candidates • initial single subject candidates
Format	• RICA Written Examination (WE) OR • RICA Video Performance Assessment (VPA)	• Commission-developed CA TPA model with four extended instruction-related tasks performed by the candidate • Locally-developed model approved by the CTC with a variable number of extended instruction-related tasks performed by the candidate
Main Applicable Education Codes	§44283 and §44283.2	§44320.2 and SB 1209 (Chap. 517, Statutes of 2006)
Scoring	Scored centrally by educators hired and trained by the contractor	Scored locally within each teacher preparation program
Purpose and Content Covered	Verifies knowledge of effective reading instruction in the following: • Planning and organizing reading instruction based on ongoing assessment • Developing phonological and other linguistic processes related to reading • Developing reading comprehension and promoting independent reading • Supporting reading through oral and written language development	Assesses candidate performance relative to twelve of the thirteen TPEs, summarized as follows: • Making subject matter comprehensible to students • Assessing student learning • Engaging and supporting students in learning • Planning instruction and designing learning experiences for students • Creating and maintaining effective environments for student learning

	Reading Instruction Competence Assessment (RICA)	Teaching Performance Assessment (TPA)
Type of Assessment	WE: 4-hour paper and pencil test containing both multiple choice and constructed-response items VPA: videos of candidate teaching reading plus self-assessment	CA TPA Model: Series of three instructional tasks embedded in the teacher preparation program relating to teaching performance relative to the *Teaching Performance Expectations* Other TPA Models: Series of various instructional tasks embedded in the teacher preparation program relating to teaching

B. Analysis of Major Considerations in Incorporating the RICA Examination into the TPA: The following analysis was available at the public study session and on the Commission's website prior to the study session to provide background and contextual information for the public input and dialogue with Commissioners at the public study session.

- **Who is Required to Take Both Assessments**

The candidates who have to take the RICA examination are not necessarily the same as those who have to take the TPA. California-trained candidates subject to the RICA are the initial multiple subject and the initial education specialist candidates. The RICA examination does not apply to single subject candidates.

All multiple and single subject candidates are subject to the TPA. The TPA does not apply to education specialist candidates.

If the RICA examination and the TPA examination were consolidated, the RICA examination would still need to continue to exist separately and to be administered separately from the TPA in order to address the needs of education specialist candidates, out of state candidates, and already-credentialed teachers who want to add a multiple subject authorization. There would not be a cost savings to the Commission or to these candidates if the RICA were to be incorporated within the TPA. Costs to candidates might increase since there would be fewer candidates subject to taking the RICA. The Commission would still need to maintain and periodically address the validity of the RICA over time.

In addition, because single subject candidates are not subject to the reading instruction competence examination requirement, there would need to be two versions of the teaching performance assessment, one for multiple subject teachers and incorporates content relating to reading instruction, and another for single subject teachers and does not incorporate content relating to reading instruction.

- **Implementation Responsibility**

The Commission currently has responsibility for the RICA. This examination is administered statewide in a standardized manner by an external contractor. The contractor provides registration, administration, scoring, reporting, content validation, and data management services within the contract on behalf of the Commission.

The responsibility for the registration, administration, scoring, reporting, and data management services for the TPA will lie within each local teacher preparation program.

- **Consistency of Implementation**

Currently there is statewide consistency in the manner in which the RICA assesses each candidate's knowledge, skills and abilities relating to the teaching of reading because the RICA is a standardized examination that is administered and centrally scored by qualified educators under the supervision and guidance of an outside testing contractor. The teaching performance

assessment, however, will be administered locally by each individual teacher preparation program and it will be locally scored by trained assessors from within each teacher preparation program. Each local teacher preparation program will be designing its own implementation plan for how and where the teaching performance assessment tasks, including any potential RICA-related task, will be embedded within the program.

- **Inclusion of RICA Content into all Commission-Approved TPA Models**

If the knowledge, skills and abilities currently assessed via the RICA were required to be incorporated within the TPA, this requirement would apply to all TPA models, not only the Commission's CA TPA model. The Commission would be required to develop and validate a new reading instruction-related teaching performance assessment task. A similar responsibility would also devolve on the developers of any alternate teaching performance models approved by the Commission.

- **Content Coverage**

The TPA used by multiple subject candidates assesses their pedagogical knowledge, skills, and abilities related to instructing the liberal arts subject areas, including, but not limited to, language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education. and human development. The various scenarios within each of the TPA tasks focus on instructing a different subject area to give the candidates a broad experience in demonstrating their abilities to each all students in accordance with the K-12 student academic content standards. None of the current TPA tasks focus specifically on the teaching of reading.

The RICA is based on the RICA Test Specifications, which reflect the knowledge, skills, and abilities needed specifically for reading instruction. Both the TPA and the RICA share the general concepts of instruction, but the focus of their respective areas is specific with relatively little overlap.

If the knowledge, skills, and abilities assessed currently by the RICA were incorporated into the TPA, the depth of coverage of each of the RICA domains could be reduced.

- **Examination Formats**

The RICA examination offers the candidate a choice of two separate formats: written examination and video performance. The vast majority of RICA examinees choose the written format, which is considered both time- and cost-effective by many candidates.

All of the teaching performance assessment models rely on actual candidate performance, and thus are more costly in terms of time and effort to create and score. There is no written version of a teaching performance assessment since by its very nature, the examination is based on the assessment of the in-class and/or with-K-12 student activities designed and implemented by the teacher candidate as appropriate to the candidate's grade level and/or subject area.

- **Scoring Considerations**

If the knowledge, skills, and abilities currently assessed by the RICA were to be incorporated into one or more tasks within a teaching performance assessment, all of the scoring would need to be done by trained assessors. These individuals are typically faculty, K-12 teachers, mentors,

and others with extensive teaching backgrounds. Since the TPA is required to be locally implemented within each teacher preparation program, each program sponsor would need to make sure that there were a sufficient number of trained assessors available to score the TPA task(s) relating to the teaching of reading. The program sponsor would also be responsible for ensuring that these assessors are regularly recalibrated over time, for replacing and/or adding new assessors as needed, and to assure that each assessor had met the minimum qualifications for being an assessor of the knowledge, skills, and abilities related to the teaching of reading.

The costs to the developers of alternate TPA models to develop and implement assessor training related to the assessment of the knowledge, skills and abilities related to the teaching of reading are unknown, as are the costs to program sponsors using these models who would be responsible for assuring that there is a sufficient number of trained assessors available within their individual programs to meet candidate needs.

- **Validity Considerations**
The RICA is currently undergoing a validity study based on the most recently-adopted state framework relating to reading instruction for K-12 students. The revalidation is expected to result in some changes to the RICA examination structure and/or content. These changes would need to be reflected within whatever TPA tasks would be developed if the RICA-related content were to be incorporated with the TPA task structure. The initial and periodic content validation of each TPA model, including any RICA-related content incorporated within the model, would be the responsibility of the developer of that approved TPA model.

A further validity issue is that presently a candidate who passes the RICA but does not complete the teacher preparation program, may later complete the program and, as long as the passing date is within five years, use that RICA score toward certification. If the reading instruction assessment became part of the TPA, this would no longer be the case.

- **Opportunity for Candidates Who Do Not Pass to Retake the Examination**
Candidates who take and do not pass the RICA currently have multiple opportunities to retake the examination. There are a sufficient number of items available for the written RICA examination to accommodate candidates who need to retake the RICA, and no further development work needs to be done to the current RICA examination to accommodate these candidates.

The Commission would likely need to develop, validate and train assessors on not one, but several reading instruction-related tasks for the CA TPA in order to provide a valid opportunity for candidates who do not pass the reading instruction-related TPA task to retake this task. This same activity would likely also apply to the developers of alternate TPA models.

- **Data Collection, Reporting, Maintenance and Storage**
The data from the RICA examination are used as part of the Title II data reported to the U.S. Department of Education. These data are now centrally available from the testing contractor for each program and for all candidates within each program. If the RICA examination is incorporated with the teaching performance assessment, there are four major implications relating to data collection and use.

The first of these is that the data related to the assessment of the teaching of reading would not be standardized for each candidate or across programs because each model of a TPA approved by the Commission differs in its nature and in its scoring rubrics. Thus, there would no longer be a common score or common outcomes data to be reported to the U.S. Department of Education for Title II purposes.

The second implication is that the candidate data would no longer be centrally available but would instead by kept by each individual teacher preparation program. There is currently no standard, common format for the reporting and storage of these data by teacher preparation programs since they have previously relied on the RICA testing contractor to provide the data.

A further implication is for the historical maintenance and accessibility of these data over time. Currently the Commission's contract with the testing contractor specifies that the Commission owns these data and in the event that the RICA testing contractor changes, the RICA data will follow to the new contractor. Once the data are no longer centrally available through a contractor and the data are instead owned and maintained by each individual teacher preparation program, it will be the responsibility of the teacher preparation program to maintain the data historically for retrieval.

There are additional instances when statistical information is needed, such as the periodically-issued *Report on Passing Rates of Commission-Approved Exams* and the information requests received on an ongoing basis from legislators, researchers, and other state agencies. Many times the information requested includes statistics based on demographic information. It would be important that all TPA program sponsors keep identical information on their TPA participants so the data retains its integrity. This task could become more difficult over time as there would not be a centralized repository for these data.

- **Diagnostic Information**

The diagnostic information available on the RICA score reports aids candidates who need to retake the examination. If the RICA became a component of the TPA, this diagnostic information would need to be standardized so a candidate from one institution would not obtain an unfair advantage over someone from another program who might receive a different type or level of information about his/her performance. This may also have implications for those education specialist candidates and others who might need to retake the traditional RICA. Since these individuals must, by law, verify knowledge of the same RICA Content Specifications as the Multiple Subject candidate, they would be disadvantaged if the RICA diagnostic information did not mirror that made available through the TPA, and conversely, if the TPA diagnostic information did not mirror that made available through the RICA.

The diagnostic information also helps individuals determine areas of need during their induction programs. Inconsistency in the information given and the format used might cause confusion for the beginning teachers and those assisting them in the induction program.

On the other hand, teacher preparation programs would have immediate and possibly more specific feedback regarding the impact of their reading instruction coursework on the abilities of

their students if the RICA were consolidated with the TPA. Even though candidates are given feedback under the current system, the scoring results may have more of an impact if the program becomes an integral participant in the administration and scoring of the assessment.

- **Cost Considerations**

The costs to candidates of the RICA examination are well-known, and will be reduced in the 2007-08 year as a result of economies within the new administration contract with the current examinations contractor. There is currently no cost to program sponsors of teacher preparation programs for the RICA assessment.

If the knowledge, skills and abilities currently assessed by the RICA examination are incorporated within the TPA, there could be unknown costs to the programs in terms of (a) assessment development; (b) validity work; (c) assessor training, calibration and retraining; and (d) data collection, reporting, maintenance and storage.

IV. The Public Study Session

SB 1209 specified that "The commission shall conduct a public study session to consider the implications of incorporating the assessment of ability, skills, and knowledge related to effective reading instruction that is assessed by the Reading Instruction Competence Assessment (RICA) within the teacher performance assessment set forth in Section 44320.2 and shall report on the outcome of that session to the Legislature and the Governor no later than July 1, 2007. At the study session, the commission shall provide an opportunity for teachers, teacher educators, reading specialists, testing specialists, representatives of teachers, administrators, governing board members, parents of pupils, and the public to comment on the implications, costs, and validity of consolidating these assessments."

Pursuant to its responsibilities to conduct the public study session and to provide an opportunity for a wide range of stakeholders to comment, the Commission publicized the study session through its email news alert system, through a notice on the Commission's website, and through email notification to stakeholder groups. The background analysis presented above in this report was also made available on the Commission's web site ten days in advance of the public study session.

Prior to the start of the public study session, which took place during the Commission's regularly-scheduled public meeting of February 7-8, 2007, a total of eleven written responses were received from stakeholders representing the following: California Curriculum Development and Instructional Materials Commission; Reading Lions Center at the Sacramento County Office of Education; the San Joaquin County Office of Education; the Credential Counselors and Analysts of California; the Association of California School Administrators; the School District Personnel Administrators of San Bernardino and San Diego Counties; a teacher from Folsom High School; a professor of Special Education and Language and Literacy; an individual from Eugene, OR; an associate professor from California State University, Los Angeles; and a professor at California State University, Sacramento who teaches language and literacy. Of these responses, eight were strongly in opposition to combining the two assessments; one was neutral; and two were in favor (although one of these individuals subsequently spoke at the study session and modified his position). Copies of each of these letters are provided in Appendix D.

At the public hearing, twelve stakeholders provided input to the Commission. These individuals represented the following: California Teachers Association; California Federation of Teachers; a professor from University of California, Davis; Regional System of District and School Support from the San Joaquin County Office of Education; two other individuals from the San Joaquin County Office of Education; Stanislaus County Office of Education; the Chair of the California Curriculum Commission but speaking as a member of the public; the Human Resources and Personnel Administrators in San Bernardino and San Diego Counties; another member of the California Curriculum Commission but speaking as a member of the public; the Ventura County Office of Education; and a member of the public. Eleven of the twelve speakers spoke in opposition to combining the RICA within the TPA examination.

V. Summary of Findings

Based on all of the public input received both prior to and during the public study session, there seems to be little to no support from stakeholders and other members of the public for incorporating the knowledge, skills and abilities assessed by the RICA examination within the Teaching Performance Assessment. All but one commenter strongly recommended that the knowledge, skills and abilities assessed by the RICA not be incorporated within the TPA. The major reasons stated as to why the public did not support the incorporation of the RICA content within the TPA may be summarized as follows:

- The depth and breadth of the critical RICA content in terms of assessing a candidate's ability to teach reading would be lost if incorporated within another assessment that also focuses on areas other than the teaching of reading;
- The skills related to teaching reading cannot be adequately assessed as part of other performance-based assessments;
- It is important not to "dilute" the RICA because of the crucial nature of the knowledge about teaching reading that each teacher needs to demonstrate;
- There are several different TPA versions and the validity and reliability of the RICA content would be at risk as a result of having several different versions of the TPA that incorporated RICA content;
- It will become more difficult to monitor the effectiveness of preparation programs with respect to the teaching of reading;
- The reliability of scoring of the RICA content might be affected if it were included within a performance assessment that is locally administered and scored;
- Incorporating the RICA content within the TPA could result in wide variation in candidate preparation due to the local implementation of the TPA and variance across teacher preparation program coursework organization and delivery; and
- Having the RICA as a separate examination results in the candidate receiving more rigorous coursework in the teaching of reading.

One of the two individuals who wrote in support of incorporating the RICA content within the TPA indicated that he would be in favor of streamlining the process for becoming a teacher, and also in favor of eliminating the CBEST and the CSET examinations; the other commenter subsequently modified his comments.

In summary, the input received by the Commission from stakeholders and other public commenter's both prior to and at the public study session supported maintaining the RICA examination as a separate assessment of the knowledge, skills and abilities required to teach reading in California public schools. The written comments and public testimony indicate that these individuals believed very strongly in the importance of maintaining the RICA as a separate examination; they believed that incorporating the RICA within the TPA would only serve to dilute the verification of the beginning teacher's ability to teach reading effectively; and they did not support incorporating the RICA content within the TPA.

Appendix A

Minutes of the Public Study Session on the Reading Instruction Competence Assessment (RICA) and the Teaching Performance Assessment (TPA), as Required by SB 1209 (Chapter 517, Statutes of 2006).

Commission on Teacher Credentialing

Excerpt from the Minutes of the February 2007 Meeting

COMMISSION MEMBERS ATTENDING
P. David Pearson, Faculty Member, Chair
Catherine Banker, Public Representative
Caleb Cheung, Teacher Representative
Paula Cordeiro, Public Representative
Margaret Gaston, Public Representative
Guillermo Gomez, Teacher Representative (2/8 only)
Gloria Grant, Teacher Representative
Leslie Littman, Designee, Superintendent of Public Instruction
Marilyn McGrath, Ex-Officio, California Postsecondary Education Commission
Leslie Peterson Schwarze, School Board Member
Karen Symms Gallagher, Ex-Officio, Association of Independent California Colleges and Universities
Athena Waite, Ex-Officio, University of California
Loretta Whitson, Non-Administrative Services Credential Representative

STATE BOARD LIAISON
Alan Bersin, Member, State Board of Education (2/8 only)

COMMISSION MEMBERS ABSENT
Josie Calderon, Public Representative
Aida Molina, Administrative Service Representative
Lillian Perry, Teacher Representative
Jon Stordahl, Teacher Representative
Beverly Young, Ex-Officio, California State University

2I: Public Study Session on the Reading Instruction Competence Assessment (RICA) and the Teaching Performance Assessment (TPA), as Required by SB 1209 (Chapter 517, Statutes of 2006)

Yvonne Novelli, Assistant Consultant, Professional Services Division and Phyllis Jacobson, Administrator, Professional Services Division presented this item. Ms. Jacobson provided an overview of the Teaching Performance Assessment while Yvonne Novelli provided an overview of the Reading Instruction Competence Assessment. Public testimony was taken on the feasibility of incorporating the knowledge, skills, and abilities assessed by RICA into the TPA.

Those who spoke to the issue included:

- Kathy Harris, California Teachers Association and for purposes of this item Regional Director for the California Reading and Literature Project. She spoke in opposition to combining the RICA and TPA.
- Susan Westbrook, California Federation of Teachers, Reading Specialist in a K-5 school. She spoke in opposition to combining the RICA and TPA.
- Joanne Galli Benducci, University of California, Davis, Reading Specialist and a former classroom teacher. She spoke in opposition to combining the RICA and the TPA.
- Shela Seeton, Regional System District School Support in San Joaquin County. She spoke in opposition to combining the RICA and the TPA.
- Deidra Marsh Geradi, San Joaquin County Office Education. She spoke in opposition to combining the RICA and the TPA.
- Zana Baker, Stansilaus County of Education. She spoke in opposition to combining the RICA and the TPA.
- Mary Alicia McRae, District Literacy Coach, Salinas California, and Chair of California Curriculum Commission, but speaking as a member of the public. She spoke in opposition to combining the RICA and the TPA.
- Connie Tate, San Joaquin County Office of Education. She spoke in opposition to combining the RICA and the TPA.
- Bruce Kitchen, representing Human Resource and Personnel Administrators in San Bernardino and San Diego Counties. He urged the Commission to consider the possibility that some programs may have the capacity to merge both types of assessments into their programs and that those that demonstrate that capacity, should be allowed to do so. He suggested that the Commission consider the intent of SB 1209 and to consider for the possibility of merging the two assessments.
- Becky Sullivan, Curriculum Specialist working with teachers who implement K-6 reading programs and member of the Curriculum Commission, but Speaking as a member of the public. She spoke in opposition to merging the RICA and the TPA.
- David Simmons, Ventura County Office of Education, Teacher Support Program. He spoke in opposition to combining the RICA and the TPA.
- Michael Barry, member of the public. He spoke in opposition to combining the RICA and the TPA.

Dr. Jacobson noted that the comments would be compiled and summarized and that a report would be drafted for consideration by the Commission at the April 2007 meeting.

Appendix B

Content Specifications for the RICA Examination

Both the RICA Written Examination and the RICA Video Performance Assessment are based on the same set of teacher knowledge and skills important for the provision of effective reading instruction to students. These competencies, described in the RICA Content Specifications, are organized into the following four domains.

Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment

Domain II: Developing Phonological and Other Linguistic Processes Related to Reading

Domain III: Developing Reading Comprehension and Promoting Independent Reading

Domain IV: Supporting Reading Through Oral and Written Language Development

The RICA Content Specifications were developed by the CCTC's RICA Advisory Panel, consisting of California teachers, administrators, reading specialists, and teacher educators with experience and expertise in the areas of reading and reading instruction. Development of the specifications included a job analysis of the teaching of reading in which over 900 California teachers, reading specialists, and teacher educators rated the importance of specific teacher tasks, knowledge, and abilities related to effective reading instruction. Results of the job analysis were used to develop draft RICA Content Specifications, which were the subject of a field review in which approximately 1,200 California teachers and teacher educators judged the importance of the proposed competencies. The RICA Advisory Panel used the results of the field review to finalize the RICA Content Specifications, which were subsequently adopted by the CCTC.

Both the RICA Written Examination and the RICA Video Performance Assessment are based on the RICA Content Specifications.

RICA CONTENT SPECIFICATIONS

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students. The knowledge and abilities needed by beginning teachers are described below, organized into four domains. Competence in *all four* of the domains is critical and necessary for achieving the goals of reading instruction.

Domain I — Planning and Organizing Reading Instruction Based on Ongoing Assessment

Domain II — Developing Phonological and Other Linguistic Processes Related to Reading

Domain III — Developing Reading Comprehension and Promoting Independent Reading

Domain IV — Supporting Reading Through Oral and Written Language Development

Important Notes About the RICA Content Specifications

1. Each domain includes two or more content areas. The order of the content areas and the order of the competency statements within each content area do not indicate relative importance or value.

2. Many of the competencies include examples. The examples are <u>not</u> comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.

3. The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.

4. Each competency refers to the provision of instruction to <u>all</u> students, including English language learners, speakers of non-mainstream English, and students with special needs. Instruction should be characterized by a sensitivity to and respect for the culture and language of the students, and should be based on students' developmental, linguistic, functional, and age-appropriate needs; that is, instruction should be provided in ways that meet the needs of the individual student.

DOMAIN I:
PLANNING AND ORGANIZING READING INSTRUCTION BASED
ON ONGOING ASSESSMENT

CONTENT AREA 1: Conducting Ongoing Assessment of Reading Development

Ongoing assessment of reading development refers to the use of multiple measures and the ongoing analysis of individual, small-group, and class progress in order to plan effective instruction and, when necessary, classroom interventions. All instruction should be based on information acquired through valid assessment procedures. Students must be able to recognize their own reading strengths and needs and be able to apply strategies for increasing their own reading competence. Teachers must be able to use and interpret a variety of informal and formal assessment tools and communicate assessment data effectively to students, parents, guardians, school personnel, and others.

1.1 **Principles of assessment.** The beginning teacher knows how to collect and use assessment data from multiple measures on an ongoing basis to inform instructional decisions. The teacher is able to select and administer informal reading assessments in all areas of reading and to analyze the results of both informal and formal reading assessments to plan reading instruction.

1.2 **Assessing reading levels.** The beginning teacher is able to use a variety of informal measures to determine students' independent, instructional, and frustration levels of reading. The teacher conducts these assessments throughout the school year and uses the results to select materials and plan and implement effective instruction for individuals and small and large groups in all areas of reading.

1.3 **Using and communicating assessment results.** The beginning teacher knows what evidence demonstrates that a student is performing below, at, or above expected levels of performance based on content standards and applies this information when interpreting and using assessment results. The teacher is able to recognize when a student needs additional help in one or more areas of reading, plans and implements timely interventions to address identified needs, and recognizes when a student may need additional help beyond the classroom. The teacher is able to communicate assessment results and reading progress to students, parents, guardians, school personnel, and others.

CONTENT AREA 2: Planning, Organizing, and Managing Reading Instruction

Planning, organizing, and managing reading instruction refer to teacher practices necessary for delivering an effective, balanced, comprehensive reading program. Students' reading development is supported by a well-planned and organized program that is based on content and performance standards in reading and responsive to the needs of individual students. Students must develop as proficient readers in order to become effective learners and take advantage of the many lifelong benefits of reading. Teachers need to understand how to plan, organize, manage, and differentiate instruction to support all students' reading development.

2.1 **Factors involved in planning reading instruction.** The beginning teacher is able to plan instruction based on state and local content and performance standards in reading. The teacher knows the components of a balanced, comprehensive reading program (see Content Areas 1 and 3 through 13) and the interrelationships among these components. The teacher is able to do short- and long-term planning in reading and develop reading lessons that reflect knowledge of the standards and understanding of a balanced, comprehensive reading program. The teacher reflects on his or her reading instruction and uses this and other professional development resources and activities to plan effective reading instruction.

2.2 **Organizing and managing reading instruction.** The beginning teacher understands that the goal of reading instruction is to develop reading competence in all students, including English language learners, speakers of non-mainstream English, and students with special needs, and the teacher knows how to manage, organize, and differentiate instruction in all areas of reading to accomplish this goal (e.g., by using flexible grouping, individualizing reading instruction, planning and implementing timely interventions, and providing differentiated and/or individualized instruction). The teacher knows how to select and use instructional materials and create a learning environment that promotes student reading (e.g., by organizing independent and instructional reading materials and effectively managing their use, by taking advantage of resources and equipment within the school and the larger educational community).

DOMAIN II:
DEVELOPING PHONOLOGICAL AND OTHER LINGUISTIC PROCESSES RELATED TO READING

CONTENT AREA 3: Phonemic Awareness

Phonemic awareness is the conscious awareness that words are made up of individual speech sounds (phonemes), and it is strongly related to reading achievement. To become effective readers, students must be able to perceive and produce the specific sounds of the English language and understand how the sound system works. Therefore, teachers must understand how and why phonemic awareness skills develop both before students are reading and as they are learning to read. Teachers need to know how to plan implicit and systematic, explicit instruction in phonemic awareness and how to choose a variety of materials and activities that provide clear examples for the identification, comparison, blending, substitution, deletion, and segmentation of sounds. Teachers need to analyze students' spoken language development in order to match instruction with the students' needs.

3.1 **Assessing phonemic awareness.** The beginning teacher knows how to assess students' auditory awareness, discrimination of sounds, and spoken language for the purpose of planning instruction in phonemic awareness that meets students' needs.

3.2 **The role of phonemic awareness.** The beginning teacher knows ways in which phonemic awareness is related to reading achievement both before students are reading and as they are learning to read. The teacher understands the instructional progression for helping students acquire phonemic awareness skills (i.e., words, syllables, onsets and rimes, and phonemes).

3.3 **Developing phonemic awareness.** The beginning teacher is able to promote students' understanding that words are made up of sounds. The teacher knows how to achieve this goal by delivering appropriate, motivating instruction, both implicitly and explicitly, in auditory awareness and discrimination of sounds, phoneme awareness (e.g., teaching students how to rhyme, blend, substitute, segment, and delete sounds in words), and word awareness (i.e., recognition of word boundaries). The teacher is able to select materials and activities for teaching phonemic awareness skills that are appropriate for students at different stages of reading development.

CONTENT AREA 4: Concepts about Print

Concepts about print refer to an understanding of how letters, words, and sentences are represented in written language, and these concepts play a critical role in students' learning to read. Students need to understand that ideas can be represented in print forms and that print forms may have unique characteristics that differ from oral representations of those same ideas. Teachers need to know that if a student does not demonstrate understanding of concepts about print and the written language system, then these concepts must be explicitly taught.

4.1   **Assessing concepts about print.** The beginning teacher is able to assess students' understanding of concepts about print and knows how to use assessment results to plan appropriate instruction in this area.

4.2   **Concepts about print.** The beginning teacher knows the instructional progression of concepts about print (e.g., sentence, word, and letter representation; directionality; tracking of print; understanding that print carries meaning). The teacher is able to select appropriate materials and activities and to provide effective instruction in these concepts.

4.3   **Letter recognition.** The beginning teacher knows the importance of teaching upper- and lower-case letter recognition and is able to select, design, and use engaging materials and activities, including multi-sensory techniques (visual, auditory, kinesthetic, tactile), to help students recognize letter shapes and learn the names of letters.

CONTENT AREA 5: Systematic, Explicit Phonics and Other Word Identification Strategies

Systematic, explicit phonics and other word identification strategies refer to an organized program in which letter-sound correspondences for letters and letter clusters are taught directly in a manner that gradually builds from basic elements to more complex patterns. Word identification strategies build on phoneme awareness and concepts about print. Skillful and strategic word identification plays a critical role in rapid, accurate decoding; reading fluency; and comprehension. Students must understand the alphabetic principle and conventions of written language so that they are able to apply these skills automatically when reading. Teachers must provide systematic, explicit instruction in phonics and other word identification strategies.

5.1   **Assessing phonics and other word identification strategies.** The beginning teacher is able to select and use a variety of appropriate informal and formal assessments to determine students' knowledge of and skills in applying phonics and other word identification strategies, including decoding tests, fluency checks (rate and accuracy), and sight word checks. The teacher is able to use this information to plan appropriate instruction.

5.2   **Explicit phonics instruction.** The beginning teacher knows that rapid, automatic decoding contributes to reading fluency and comprehension. The teacher is able to plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units. These units include phonemes, onsets and rimes, letters, letter combinations, syllables, and morphemes. The teacher is able to select published and teacher-developed instructional programs, materials, and activities that will be effective in the systematic, explicit teaching of phonics.

5.3   **Developing fluency.** The beginning teacher knows how to help students develop fluency and consolidate their word identification strategies through frequent opportunities to read and reread decodable texts and other texts written at their independent reading levels. The

teacher is able to select appropriate texts for supporting students' development of reading fluency.

5.4 **Word identification strategies.** The beginning teacher is able to model and explicitly teach students to use word identification strategies in reading for meaning, including graph phonic cues, syllable division, and morphology (e.g., use of affixes and roots), and to use context cues (semantic and syntactic) to resolve ambiguity. The teacher is able to select materials for teaching decoding and word identification strategies and knows how to model self-correction strategies and provide positive, explicit, corrective feedback for word identification errors.

5.5 **Sight words.** The beginning teacher is able to provide opportunities for mastery of common, irregular sight words through multiple and varied reading and writing experiences. The teacher is able to select materials and activities to develop and reinforce students' knowledge of sight words.

5.6 **Terminology.** The beginning teacher knows the terminology and concepts of decoding and other word identification strategies (e.g., consonant blends, consonant digraphs, vowel patterns, syllable patterns, orthography, morphology), and knows how phonemes, onsets and rimes, syllables, and morphemes are represented in print.

CONTENT AREA 6: Spelling Instruction

Spelling maps sounds to print. Spelling knowledge and word identification skills are strongly related. Students' knowledge of orthographic (spelling) patterns contributes to their word recognition, vocabulary development, and written expression. Teachers need to know the stages of spelling and be able to provide meaningful spelling instruction that includes systematic, explicit teaching of orthographic patterns (e.g., sound-letter correspondence, syllable patterns), morphology, etymology, and high-frequency words.

6.1 **Assessing spelling.** spelling The beginning teacher is able to analyze and interpret students' spelling to assess their stages of development (pre-phonetic, phonetic, transitional, conventional) and to use that information to plan appropriate spelling instruction.

6.2 **Systematic spelling instruction.** The beginning teacher is able to use a systematic plan for spelling instruction that relates to students' stages of spelling development. The teacher knows how to select spelling words and use deliberate, multi-sensory techniques to teach and reinforce spelling patterns. The teacher knows how the etymology and morphology of words relate to orthographic patterns in English, knows high-frequency words that do and do not conform to regular spelling patterns, and is able to utilize this knowledge in planning and implementing systematic spelling instruction.

6.3 **Spelling instruction in context.** The beginning teacher knows how to teach spelling in context and provides students with opportunities to apply and assess their spelling skills across the curriculum. The teacher knows how to plan spelling instruction that supports students'

reading development (e.g., phonics skills, knowledge of morphology, vocabulary development) and writing development (e.g., use of decoding skills as a strategy for proofreading their spelling). The teacher is able to identify spelling words that support and reinforce instruction in these areas.

DOMAIN III:
DEVELOPING READING COMPREHENSION AND
PROMOTING INDEPENDENT READING

CONTENT AREA 7: Reading Comprehension

Reading comprehension refers to reading with understanding. Reading fluency and reading comprehension are necessary for learning in all content areas, sustaining interest in what is read and deriving pleasure from reading. The end goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different types of texts for a variety of lifetime reading purposes. Effective readers produce evidence of comprehension by clarifying the ideas presented in text and connecting them to other sources, including their own background knowledge. Teachers need to be able to facilitate students' comprehension and provide them with explicit instruction and guided practice in comprehension strategies.

7.1 **Assessing reading comprehension.** The beginning teacher is able to use informal and formal procedures to assess students' comprehension of narrative and expository texts and their use of comprehension strategies. The teacher knows how to use this information to provide effective instruction in reading comprehension.

7.2 **Fluency and other factors affecting comprehension.** The beginning teacher understands factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary) and knows how proficient readers read. The teacher is able to use this knowledge to plan and deliver effective instruction in reading comprehension.

7.3 **Facilitating comprehension.** The beginning teacher is able to facilitate comprehension at various stages of students' reading development (e.g., before students learn to read, as they are learning to read, and as they become proficient readers). The teacher is able to select and use a range of activities and strategies before, during, and after reading to enhance students' comprehension (e.g., developing background knowledge, encouraging predictions, questioning, conducting discussions).

7.4 **Different levels of comprehension.** The beginning teacher knows the levels of comprehension and is able to model and explicitly teach comprehension skills. These include (a) literal comprehension skills (e.g., identifying explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns); (b) inferential comprehension skills (e.g., inferring main ideas, details, comparisons, cause-effect relationships not explicitly stated; drawing conclusions or generalizations from a text; predicting outcomes); and (c) evaluative comprehension skills (e.g., recognizing instances of bias and

unsupported inferences in texts; detecting propaganda and faulty reasoning; distinguishing between facts and opinions; reacting to a text's content, characters, and use of language). The teacher is able to select materials (both narrative and expository texts) to support effective instruction in these areas.

7.5 **Comprehension strategies.** The beginning teacher is able to model and explicitly teach a range of strategies students can use to clarify the meaning of text (e.g., self-monitoring, rereading, note taking, outlining, summarizing, mapping, using learning logs). The teacher knows how to select materials and create opportunities for guided and independent practice using comprehension strategies.

CONTENT AREA 8: Literary Response and Analysis

Literary response and analysis refer to a process in which students extend their understanding and appreciation of significant literary works representing a wide range of genres, perspectives, eras, and cultures. Literature provides readers with unique opportunities to reflect on their own experiences, investigate further ranges of human experience, gain access to unfamiliar worlds, and develop their own imaginative capacities. Students who are fully engaged in literature find a rich medium in which to explore language. Teachers need to provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements.

8.1 **Assessing literary response and analysis.** The beginning teacher is able to assess students' responses to literature (e.g., making personal connections, analyzing text, providing evidence from text to support their responses) and use that information to plan appropriate instruction in these areas.

8.2 **Responding to literature.** The beginning teacher is able to select literature from a range of eras, perspectives, and cultures and provides students with frequent opportunities to listen to and read high-quality literature for different purposes. The teacher knows how to use a range of instructional approaches and activities for helping students apply comprehension strategies when reading literature and for developing students' responses to literature (e.g., using guided reading, reading logs, and discussions about literature; encouraging students to connect elements in a text to other sources, including other texts, their experiences, and their background knowledge).

8.3 **Literary analysis.** The beginning teacher knows and can teach elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing ways in which a literary work reflects the traditions and perspectives of a particular people or time period). The teacher is able to select literature that provides clear examples of these elements and that matches students' instructional needs and reading interests.

CONTENT AREA 9: Content-Area Literacy

Content-area literacy refers to the ability to learn through reading. Learning in all content areas is supported by strong reading comprehension strategies and study skills. Students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structures and features of expository (informational) texts, and select and vary their reading strategies for different texts and purposes. Teachers need to model and provide explicit instruction in these skills and strategies and provide students with frequent opportunities for guided and independent practice using them.

9.1 **Assessing content-area literacy.** The beginning teacher is able to assess students' comprehension in content-area reading and use that information to provide effective instruction.

9.2 **Different types of texts and purposes for reading.** The beginning teacher knows and is able to teach students about different types and functions of text and the skills and strategies required for reading and comprehending different types of texts. The teacher is able to select texts that provide clear examples of common text structures (i.e., cause/effect, comparison/contrast, problem/solution) and knows how to model and explicitly teach students to use text structures to improve their comprehension and memory of expository texts. The teacher is able to model and teach reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading).

9.3 **Study skills.** The beginning teacher is able to model and explicitly teach study skills for locating and retrieving information from reference materials and content-area texts, for retaining and using information, and for test taking.

CONTENT AREA 10: Student Independent Reading

Independent reading plays a critical role in promoting students' familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas, and motivating further reading for information and pleasure. Independent reading improves reading performance. To become effective readers, students should be encouraged to read as frequently, broadly, and thoughtfully as possible. Teachers need to understand the importance of independent reading and know how to encourage and guide students in their independent reading.

10.1 **Encouraging independent reading.** The beginning teacher is able to determine each student's reading interests and preferences, survey the quantity and quality of students' reading, consider each student's independent reading level, and use that information to promote extensive independent reading. The teacher promotes student reading that extends beyond the core curriculum by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The teacher knows how to guide students in selecting independent reading materials and how to motivate students to read independently

by regularly reading aloud to students from high-quality texts, providing access to a variety of reading materials, and suggesting texts that match student interests.

10.2 **Supporting at-home reading.** The beginning teacher is able to use a variety of strategies to motivate students to read at home. The teacher encourages and provides support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home. The teacher is able to select and organize, for various purposes, a range of reading materials at different levels in English and, when available, in the primary language(s) of the students in the classroom.

DOMAIN IV:
SUPPORTING READING THROUGH ORAL AND WRITTEN LANGUAGE DEVELOPMENT

CONTENT AREA 11: Relationships Among Reading, Writing, and Oral Language

An effective, comprehensive language arts program increases students' language facility through relevant daily opportunities to relate listening, speaking, reading, and writing. Reading is supported by effective writing, listening, and speaking instruction, and the goal of language arts instruction is to fully develop students' communication skills. Students must be able to connect reading, writing, listening, and speaking tasks to their experiences, intentions, and purposes. Teachers need to be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

11.1 **Assessing oral and written language.** The beginning teacher is able to informally assess students' oral and written language and use that information when planning reading instruction.

11.2 **Oral language development.** The beginning teacher knows how to provide formal and informal oral language opportunities across the curriculum that enhances students' development as readers (e.g., through language play, group discussions, questioning, and sharing information). The teacher helps students make connections between their oral language and reading and writing.

11.3 **Written language development.** The beginning teacher is able to provide purposeful writing opportunities across the curriculum to enhance students' reading development. The teacher explicitly teaches the transfer of skills from oral language to written language. The teacher provides instruction in which reading, writing, and oral language are interrelated.

11.4 **Supporting English language learners.** The beginning teacher is able to inter-relate the elements of language arts instruction to support the reading development of English language learners (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphic organizers, and outlining). The teacher knows general ways in which the writing systems of other languages may differ from English (e.g., that not all writing systems are alphabetic, that English is less regular phonetically than some other alphabetic

languages). The teacher understands factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction).

CONTENT AREA 12: Vocabulary Development

Vocabulary constitutes the building blocks of language. Vocabulary knowledge plays a critical role in reading comprehension, and readers learn most vocabulary through wide reading. Students need to know how to use a range of strategies, including those involving word analysis, context, and syntax, that promote reading fluency and enable independent comprehension, interpretation, and application of words contained in narrative and expository text. Upon entering school, students have a listening and speaking vocabulary that forms the foundation for vocabulary and comprehension instruction. Teachers need to build upon this foundation by providing explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.

12.1 **Assessing vocabulary knowledge.** The beginning teacher is able to informally assess students' vocabulary knowledge in relation to specific reading needs and texts and is able to use that information to plan appropriate vocabulary instruction.

12.2 **Increasing vocabulary knowledge.** The beginning teacher knows how to provide opportunities for students to increase their vocabulary by listening to and reading a variety of texts and encourages students to apply their vocabulary knowledge in new contexts. The teacher is able to select vocabulary words on the basis of appropriate criteria (e.g., words that are related to each other, words needed to comprehend a reading selection). The teacher knows how to select appropriate instructional materials (e.g., read-aloud materials that promote vocabulary development and lay the foundation for complex language structures) and is able to teach vocabulary using a range of instructional activities (e.g., word sorts, word banks, classification, semantic mapping).

12.3 **Strategies for gaining and extending meanings of words.** The beginning teacher is able to model and explicitly teach students a variety of strategies for gaining meaning from unfamiliar words, such as using word analysis (e.g., decoding, prefixes and suffixes, base words, roots), context, and syntax. The teacher knows how to select and use materials and activities that help students extend their understanding of words, including words with multiple meanings. The teacher is able to provide instruction in the use of reference materials that can help clarify the meaning of words (e.g., dictionary, thesaurus, glossary, technological sources).

CONTENT AREA 13: Structure of the English Language

> Structure of the English language refers to established rules for the use of the language. Students' knowledge of the structure of English promotes their reading fluency, listening and reading comprehension, and oral and written expression. Students must be able to recognize, when listening or reading, and apply, when speaking or writing, English language conventions and structures. Teachers need a basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) and must be able to provide instruction in these areas to enhance students' literacy skills.

13.1 **Assessing English language structures.** The beginning teacher is able to analyze students' oral and written language to determine their understanding and use of English language structures and conventions and knows how to use this information to plan appropriate instruction.

13.2 **Differences between written and oral English.** The beginning teacher is able to help students understand similarities and differences between language structures used in spoken and written English. The teacher knows how to use explicit instruction and guided practice to teach written-language structures to all students. The teacher uses a range of approaches and activities to develop students' facility in comprehending and using academic language (e.g., oral language development activities to build knowledge of academic language and familiarize students with grammatical structures they will encounter in written text).

13.3 **Applying knowledge of the English language to improve reading.** The beginning teacher has a basic knowledge of English syntax and semantics and is able to use this knowledge to improve students' reading competence (e.g., by teaching students to group words into meaningful phrases to increase reading fluency and comprehension, by teaching students to analyze how punctuation affects a text's meaning). The beginning teacher knows how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts. The teacher is able to help students consolidate their knowledge of English grammar and improve their reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials that provide clear examples of specific English grammatical structures and conventions.

Appendix C

California's Teaching Performance Expectations (TPEs)
For Beginning Teachers

A.   MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

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

Teaching Reading-Language Arts in a Multiple Subject Assignment

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

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of

meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

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

Teaching Science in a Multiple Subject Assignment

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

Teaching History-Social Science in a Multiple Subject Assignment

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

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

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They

understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

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

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

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance

of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

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

Teaching History-Social Science in a Single subject Assignment

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

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

B.   ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

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

C.   ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

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

TPE 5: Student Engagement

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

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most

commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. [1]

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulative that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

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

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and

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

encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

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

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

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

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[2]Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D.   PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

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

TPE 9: Instructional Planning

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

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

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

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

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

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

TPE 13: Professional Growth

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

Appendix D

Written Comments Received Prior to the Public Study Session