Discussion of the 7th Year Report from
Los Angeles County Office of Education
March 2019

Overview

This report provides for Committee discussion the 7th year report of Los Angeles County Office of Education.

Staff Recommendation

There is no action required on this item. The Commission may accept the 7th year report.

Background

An accreditation visit for the Los Angeles County Office of Education took place on February 25-28, 2018. The full report is available here: LACOE Accreditation Report 2018.

The accreditation status granted to LACOE by the COA was **Accreditation** with a 7th Year Report. In particular, the 7th year report was to provide an update on those standards which were met with concerns.

LACOE provided the 7th year report to staff on January 17, 2019. Staff has reviewed this report and provide it in its entirety as an attachment to this agenda item.

To summarize, the standards found less than fully met and the team rationale for each of these findings is included in the table below.
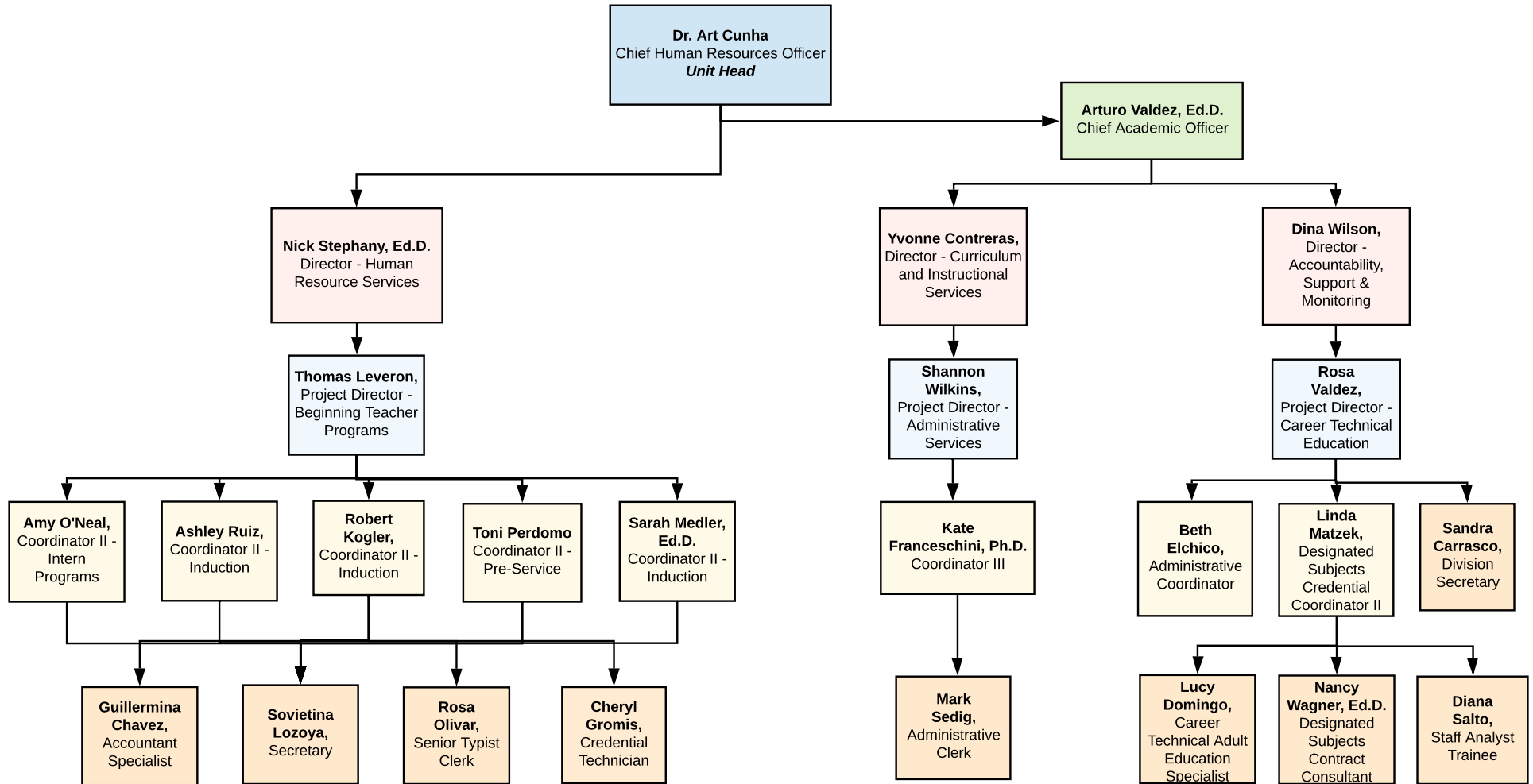
Standard	Finding	Rationale
Common Standard 1: Institutional Infrastructure	Met with Concerns	After reviewing the LACOE organizational structure and interviewing LACOE administrators and program directors, the team felt that the programs were challenged by not having a Unit leader in place to support the unit as a whole and the fact that this position has had two individuals previously who remained in the position for a short period of time.
Designated Subjects: Adult Education		
Program Standard 8: Curriculum and Instructional Planning	Met with Concerns	Review of online coursework and interviews with candidates and faculty do not indicate assignments or resources to adapt curriculum and instruction to accommodate students' special needs.

Program Standard 10: Instructional Practices (A,B, D)	Met with Concerns	After review of coursework and interviews with candidates and faculty, reviewers could find no evidence that candidates were provided with strategies to address the needs of English Learners and those with special needs. While some assignments recommended that candidates consider special needs or English Learners, it appears that some candidates could complete the program without having addressed this requirement.
Designated Subjects: Career Technical Education		
Program Standard 1: Program Design and Rationale	Met with Concerns	While the Program Assessment document (August 2015) provides a coursework matrix of TPEs, a TPE crosswalk with Program Standards chart, and another for the CTE Teach Early Orientation online modules, there is minimal evidence of alignment of competencies related to the TPEs. Candidate and completer interviews did not indicate a working knowledge of the TPEs. On occasion, supervisors used CSTP references, not TPEs, on observation notes and contact logs. During interviews, stakeholder groups did not indicate using TPEs or CSTPs.
Program Standard 6: Determination of CTE Teacher Competence	Met with Concerns	While the Program Assessment document (August 2015) provides a Coursework Matrix of TPEs, a TPE crosswalk with Program Standards chart, and another for the CTE Teach Early Orientation online modules, it is not clear how candidates demonstrate competence based on the TPEs. All supervisor and mentor observation forms submitted for review in handbooks and candidate files used only the Program Standards, Category II. Candidate and completer interviews did not indicate a working knowledge of the TPEs.

Program Standard 7: Advanced Programs of Preparation		While the Program Assessment document (August 2015) provides a crosswalk between Category II Program Standards and the CSTPs, it is unclear how candidates are assessed in the attainment of the CSTPs, especially when not employed in a teaching context. Interviews with candidates and completers did not indicate candidate knowledge of CSTPs. A review of candidate portfolio requirements and actual ePortfolios and credential files did not indicate CSTP levels of attainment.

Los Angeles County Office of Education
Educator Preparation Unit

Los Angeles County Office of Education
Serving Students • Supporting Communities
Leading Educators

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Response to Recommendations
for the February 2018 Accreditation Visit
at Los Angeles County Office of Education

Submitted November 2018

Designated Subjects: Career Technical Education Credential

Standard 1: Program Design and Rationale – Met with Concerns
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The candidate self-assessment instrument, supervisor program evaluation instrument, and mentor observation instrument have been revised to include alignment of TPEs/CSTPs. Since the CTC CA Teaching Performance Expectations TPE document (adopted June 2016) does not reference Designated Subjects CTE credentials, modifications were made for LACOE's DS Credential Program use. Examples of TPE observable evidence is also provided to candidates, supervisors, and mentors.

Standard 6: Determination of CTE Teacher Competence – Met with Concerns
While the Program Assessment document (August 2015) provides a Coursework Matrix of TPEs, a TPE crosswalk with Program Standards chart, and another for the CTE Teach Early Orientation online modules, it is not clear how candidates demonstrate competence based on the TPEs. All supervisor and mentor observation forms submitted for review in handbooks and candidate files used only the Program Standards, Category II. Candidate and completer interviews did not indicate a working knowledge of the TPEs.

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Standard 7: Advanced Programs of Preparation – Met with Concerns
While the Program Assessment document (August 2015) provides a crosswalk between Category II Program Standards and the CSTPs, it is unclear how candidates are assessed in the attainment of the CSTPs, especially when not employed in a teaching context. Interviews with candidates and completers did not indicate candidate knowledge of CSTPs. A review of candidate portfolio requirements and actual ePortfolios and credential files did not indicate CSTP levels of attainment.

In the Teaching Portfolio class, candidates now complete the new CTE Candidate Self-Assessment based on the CSTPs/TPEs and include in their ePortfolios.

In the Advanced Professional Training for CTE Credentials class, candidates: 1) Complete the new CTE Candidate Self-Assessment based on the attainment of the CSTPs. 2) Develop a Professional Growth Plan based on the CSTPs with at least three areas needing improvement and activities to be completed. 3) Are assessed on attainment of the CSTPs by the APT instructor based on their ability to design and deliver a standards-based lesson presentation, e-Portfolio, Professional Growth Plan, mock job interview, observations of veteran instructors, professional development activities and other APT course assignments.

<u>**Designated Subjects: Adult Education Credential**</u>
Standard 8 Curriculum and Instructional Planning -- Met with Concerns
Review of online coursework and interviews with candidates and faculty do not indicate assignments or resources to adapt curriculum and instruction to accommodate students' special needs.

One required assignment that was already in the Teaching Adult Learners course syllabus:

Read the instructor-provided materials on differentiated instruction. Write a paper on how you would differentiate instruction to meet the special needs of adult learners and cite at least four strategies that you would use to modify instruction.

Two new required assignments added to the Teaching Adult Learners course syllabus:

Select three web resources from the general Adult Education web resources list and one web resource from the adults with special needs section of the list and write a paper describing: 1) the purpose of each site, 2) resources at each site, and 3) how you may use the sites throughout your educational and career experience.

Read the instructor-provided materials on adults with special needs and/or learning disabilities. Write a paper on three ways that you can support adults with special needs and/or learning disabilities in your classroom.

Standard 10: Instructional Practices (A, B, D) -- Met with Concerns
After review of coursework and interviews with candidates and faculty, reviewers could find no evidence that candidates were provided with strategies to address the needs of English Learners and those with special needs. While some assignments recommended that candidates consider special needs or English Learners, it appears that some candidates could complete the program without this requirement.

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Discussion Forum: Read the instructor-provided material on the English Language Proficiency Standards (ELPS). On the discussion forum, respond to the following question: How will I incorporate the ELPS into my instruction to support my adult ELL learners?

Read the instructor-provided materials on adults with special needs and/or learning disabilities. Write a paper on three ways that you can support adults with special needs and/or learning disabilities in your classroom.

Los Angeles County Office of Education
Designated Subjects CTE Credential Program
CTE Teacher Candidate Self-Assessment

This self-assessment tool is based on the Commission on Teacher Credentialing (CTC) Teaching Performance Expectations (TPE) aligned with the California Standards for the Teaching Profession (CSTP). This is the same tool that will be used by your supervisor to evaluate your progress in the CTE Credentials Program and provide feedback, guidance, and assistance. Please complete this self-assessment based on your current level of knowledge, skills, and abilities. If you have not had the opportunity to practice in the classroom, assess your knowledge level only.

CTE Teacher Candidate: _____ Date Completed: _____ _

Last Name, First Name

Instructions: Using the rubric below, check the rating level (1-4) for each of the TPE elements.

1 - Beginning – Demonstrates awareness of TPE element.	**3 - Applying** – Demonstrates application of the TPE element.
2 - Developing – Demonstrates comprehension of the TPE element.	**4 - Exemplifying** – Demonstrates mastery of the TPE element.

TPE 1: Engaging and Supporting All Students in Learning	1	2	3	4
1.1 Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.				
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.				
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support access to the curriculum for a wide range of learners within the classroom and environment.				
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.				
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches (such as SDAIE) and demonstrate an understanding of the differences in English proficiency.				
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.				
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				

TPE 3: Understanding and Organizing Subject Matter for Student Learning	1	2	3	4
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.				
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.				
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
4.1 Locate and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.				
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.				
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.				
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).				
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.				
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				

TPE 5: Assessing Student Learning	1	2	3	4
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals, and to plan, differentiate, make accommodations, and/or modify instruction.				
TPE 6: Developing as a Professional Educator	1	2	3	4
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.				
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.				
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.				
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.				
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.				
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

In what areas do you need to improve and what steps will you take?

What challenges, if any, have you experienced during the CTE Credential Program?

For candidates who do not have CTE teaching positions at this time, please identify the specific actions that you have taken to obtain a teaching job, i.e., how have you searched for jobs, how many positions have you applied for and where/when, any obstacles to obtaining a teaching job, and your future plans.

Los Angeles County Office of Education
Designated Subjects CTE Credential Program
Supervisor Program Evaluation of CTE Teacher Candidate
(Minimum: One Evaluation Per Semester for Two Semesters)

This evaluation tool is based on the Commission on Teacher Credentialing (CTC) Teaching Performance Expectations (TPE) aligned with the California Standards for the Teaching Profession (CSTP). The supervisor will provide feedback, guidance, and assistance to the candidate for any TPE in which improvement is indicated. Copies of the evaluations must be provided to LACOE in order for the candidate to clear their credential. Note: Submit one observation date only per form.
[Reference: CTC California Teaching Performance Expectations, June 2016]

CTE Teacher Candidate:_____ Observation Date: _____
                            Last Name   First Name   One date only!

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2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
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6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

What are the candidate's areas of strength?

In what areas does the candidate need to improve performance and what steps should be taken by the candidate?

Additional comments/feedback to the candidate:

Candidate comments:

Date Reviewed with CTE Teacher Candidate: _____

CTE Teacher Candidate Signature: _____

Supervisor: _____   Title: _____

School District/ROCP : _____

Email: _____   Telephone: _____

Supervisor Signature:_____

Instructions to Supervisor: Please provide a copy of the evaluation at the end of the semester to the Designated Subjects Credential Program for the candidate's file. You may scan and email it to Matzek_Linda@lacoe.edu or mail to Linda Matzek, LACOE-CTE Designated Subjects Credentials Unit, 9300 Imperial Highway, Downey, CA 90242-2890.

Mentor Observation of Candidate

(Minimum: One Observation Per Semester for Two Semesters)

Candidate Information:

Last Name: _____ First Name: _____

Observation Information:

Date of Observation: _____ District/School/ROCP: _____

Course Title: _____ Print Name of Mentor: _____

Complete the attached observation form and review with the candidate.

Observation Summative Information:

TPE Areas of Strength:

TPE Areas and Suggested Steps for Improvement:

CANDIDATE COMMENTS:

Signatures below indicate that the mentor and candidate discussed this observation report.

Mentor
Signature: _____

Candidate
Signature: _____

Instructions: Using the rubric below, check the rating level (1-4) for each of the TPE elements.

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2 - Developing - Demonstrates comprehension of the TPE element.	**4 - Exemplifying** - Demonstrates mastery of the TPE element.

TPE 1: Engaging and Supporting All Students in Learning	1	2	3	4
1.1 Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.				
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.				
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support access to the curriculum for a wide range of learners within the classroom and environment.				
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.				
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches (such as SDAIE) and demonstrate an understanding of the differences in English proficiency.				
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				
TPE 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.				
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.				
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				

TPE 3: Understanding and Organizing Subject Matter for Student Learning	1	2	3	4
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.				
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.				
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
4.1 Locate and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.				
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.				
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.				
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)				
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.				
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.				

TPE 5: Assessing Student Learning	1	2	3	4
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.				
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals, and to plan, differentiate, make accommodations, and/or modify instruction.				
TPE 6: Developing as a Professional Educator	1	2	3	4
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.				
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.				
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.				
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.				
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.				
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

Instructions to Mentor: Please provide a copy at the end of the semester to the Designated Subjects Credential Program for the candidate's file. You may scan and email it to Matzek_Linda@lacoe.edu or mail to Linda Matzek, LACOE-CTE Credentials Unit, 9300 Imperial Highway, Downey, CA 90242-2890.

4

California Teaching Performance Expectations

Commission on Teacher Credentialing

(TPEs) Adopted
June 2016

Teaching Performance Expectations

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

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

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

Introduction

The *Teaching Performance Expectations* (*TPEs*) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing an assessment based on the TPEs. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is meaured through an assessment of the TPEs.

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

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

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations.

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

TPE 1: Engaging and Supporting All Students in Learning

Elements
Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative
Student Engagement
Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to

establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

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

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

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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Elements
Beginning teachers:

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

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

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

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

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

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

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

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to

communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements
Beginning teachers:

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

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

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences.

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

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

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

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

security.

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

Narrative

Subject-Specific Pedagogy and Making Content Accessible

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

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

Integrating Educational Technology

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

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

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

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

Elements

Beginning teachers:

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

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

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

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

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

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

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

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

demonstrate their learning.

Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

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

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

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

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

TPE 5: Assessing Student Learning

Elements
Beginning teachers:

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

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

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

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

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

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

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

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

Narrative
Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

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

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

TPE 6: Developing as a Professional Educator

Elements
Beginning teachers:

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

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

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

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

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

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

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

Narrative

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

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:
- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

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

Part 2: Subject-Specific Pedagogy

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

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

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

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

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

TPE 1: Engaging and Supporting All Students in Learning

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

Examples of Observable Evidence
- Provides vehicles so that students begin taking ownership of their learning; track own progress, journals, writing activities prior/after
- Provides opportunities for students to use available technologies, ensuring equitable access to the curriculum
- Differentiates instruction based on students' strengths, interests, and needs
- Builds trust with and among students and fosters relationships so that students can thrive academically
- Helps students build friendships with each other
- Fosters relationships and develops activities so that students can thrive academically
- Shows respect for students and encourages them to show respect to others
- Understands reasons for students' behavior and recognize atypical student behavior
- Develops activities that support positive interactions among students
- Provides opportunities for students to work together
- Creates and maintains a safe learning environment
- Adapts teaching to reflect comprehensive knowledge of students
- Gets to know parents and connect with the teaching community

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

Examples of Observable Evidence
How do you maintain ongoing communication with **students** to communicate achievement expectations and progress?
Examples may include:
-Agendas
-Email
-Remind
-Jupiter grades
-Phone Logs
-Classroom Dojo
-Power School

How do you maintain ongoing communication with **parents** to communicate achievement expectations and progress?
-Blackboard
-Jupiter grades
-Classroom Dojo
-Weekly letter, newsletter
-Progress reports, grades
-Parent conferences: student led
-Family night

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

Examples of Observable Evidence
- Establishes connection between subject matter and purpose for learning: videos, posters, illustrations, realia, etc.
- Provides ongoing feedback regarding relevance/connection of subject matter to their lives
- Engages students in multi-modality instructional strategies
- Differentiates instruction based on students' strengths, interests, and needs
- Instructional strategies: surveys, exit tickets, jigsaw, skill inventories, interest centers (review/enrich), literature circles, collaborative grouping, peer mentoring/modeling, Socratic seminars, etc.

1.4   Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Examples of Observable Evidence
- Universal Design for Learning Engagement:
    - Class discussion: verbal response; pair share; peer mentoring/teaching/presentation
- Differentiation
    - Present information in different ways: verbally, written on board, overhead, videos
    - Process: 1:1 instruction, small or large group; pair share; use proximity; use SDAIE strategies

Resources:
Definition of Multi-Tiered System of Supports
http://www.cde.ca.gov/ci/cr/ri/mtssdiffinstr.asp

UDLcenter.org
http://www.udlcenter.org/

1.5   Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

Examples of Observable Evidence
- Instructional strategies: Corners, hot seat, role play, analyze characters-ask character questions
- Demonstrate comprehension via projects/visual medium: paintings, poems
- Math: What is result; what type of function; is this predictive of functions…
- Reading A Musical Day…short /o/ sounds; think about words; sounded out; rapid fire; whole group; kinesthetic activities; critical thinking-questions, personal experiences…

1.6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Examples of Observable Evidence
- Uses a wide variety of instructional strategies matched to students' learning needs that offer several ways for students to approach and demonstrate learning
- Facilitates students use of available technologies to support and / or advance their learning
- Offers opportunities for students to explore important ideas using a variety of resources and available technologies
- Offers students choice within teacher and state frameworks
- Taps prior knowledge and links it to new learning
- Provides support for students who are not succeeding
- Provides opportunities for advanced learners to enhance their learning
- Reflects on the learning goals/objectives
- Reflects on students' developmental needs
- Plans and implements lessons that reflect students' individual strengths and cultural norms
- Encourages participation in a variety of ways
- Allows time for students to practice, and internalize, and apply subject specific learning strategies
- Plans and implements activities and materials that are developmentally appropriate to ensure all students understand essential learning goals
- Makes modifications for students who have specific physical, emotional, behavioral, language, or learning differences
- Uses resources that maximize bias
- Facilitates group activities that maximize productivity and increases engagements

1. 7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

Examples of Observable Evidence
- Incorporate art and music projects
- Project-based instruction with visual and performing arts strategies incorporated

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Examples of Observable Evidence
- Encourages students to develop and have confidence in their own ability to think independently and with others
- Builds on basic knowledge and skills to enable students to apply their thinking to solving problems
- Breaks down text into component parts through understanding of structure (topic, subtopic, claims and evidence, sequence and comparison)
- Uses rubrics and guidelines to evaluate work in progress
- Develops anchor papers at high, high average, low average, and struggling levels of performance
- Builds plans to address and answer questions in accordance with Bloom's Taxonomy
- Groups students in pairs or small working groups to develop a plan to solve problems presented by teachers
- Allows adequate time for students to think about their answers
- Provides opportunities to collect and interpret data
- Assigns activities that include more than one method of approaching or completing work
- Systematically checks for student understanding and revises plans accordingly
- Implements a variety of instructional strategies to match students' learning needs
- Offers several ways for students to approach and demonstrate learning
- Paces lesson to adjust to student needs
- Provides additional support for students who have mastered lesson objectives
- Adjusts lessons "on the spot"
- Allows opportunities for students to monitor their own progress

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

Examples of Observable Evidence:
- Conflict resolution in place/time
- Collaborative strategies: set rules for conflicts, how to communicate positively, give choices
- Establish ground rules for respect: talk about speech, physical interaction, peers responding positively and supportive

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

Examples of Observable Evidence:
- End of week exit ticket regarding likes/dislikes, highlights/challenges
- Pair share, collaborative learning
- Physical environment to encourage peer to peer interaction
- High frequency praise, prompts, cues
- Establishing ground rules for acceptance, diversity
- Use of videos
- Peer editing, pair up/peer tutoring

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

Examples of Observable Evidence:
- Makes accommodations for individual classroom seating as well as group needs
- Models ways in which students perceive they are authentically valued within the school community
- Assures the environment is one where students feel safe to take risks and be creative
- Includes learning profiles, learning styles, multiple intelligences, modalities, strengths, interests and vocational goals in everyday routines
- Learns and implements methods in which students understand their learning preferences and areas in which to stretch
- Asks student to self-assess, self-monitor and develop study skills
- Includes authentic examples of students' subject specific knowledge and skills in background knowledge proficiencies
- Plans flexible groups based upon assessment of student strengths, needs, interests, or readiness
- Develops student autonomy through choice and self-assessment
- Recognizes students' contributions and achievements
- Models fairness and respect
- Values students' ideas and responses
- Models constructive ways to agree and disagree
- Provides opportunities for all students to participate in activities and discussions
- Responds consistently to inappropriate behavior
- Offers all students the opportunities to engage in tasks that are equally interesting, important and engaging
- Expects all students to demonstrate continuous growth
- Presents tasks that require genuine collaboration to achieve shared understanding
- Provides support for students who are not succeeding, including ELs and/or those who are struggling
- Extends the curriculum by connecting to students' interests and learning profiles

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

Examples of Observable Evidence
- Consult with colleagues, counselors and administrators regarding school support, resources, policies and procedures.
- Collaborate with colleagues and engage in professional development opportunities
- Find out what resources are available such as after school support systems and students being bullied

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

Examples of Observable Evidence
- Expectations posted; explicitly stated
- Norms, rubric
- Behavioral system: point system; verbal warnings, contracts, etc.
- Character Counts: specific behaviors

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

Examples of Observable Evidence
- Posts classroom objectives and learning goals
- Addresses content standards
- Involves students in development of classroom procedures and routines
- Provides seamless transitions from one activity to next
- Provides adequate time based on knowledge of students' development to complete learning activities
- Gives support based on knowledge of students' physical, social, cognitive, and emotional development
- Develops daily schedules to maximize learning
- Adapts routines, procedures, and norms to ensure success of all students
- Models fairness and respect
- Respects and is aware of cultural diversity and learning abilities in the make-up of the class
- Responds to inappropriate behavior consistently
- Maintains routines
- Provides class outlines/syllabus
- Newsletters
- Class meetings
- Timely feedback given

TPE 3: *Understanding and Organizing Subject Matter for Student Learning*

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

Examples of Observable Evidence
- Uses state and district standards as curricular guideposts to align curriculum
- Uses assessments to provide the next structure for instruction
- Identifies and describes required grade level skills in the content areas
- Scaffolds instruction so that early skills are foundational and requisite for later, more complex, higher-order skills and knowledge
- Understands the importance of planned instruction to meet learning expectations
- Reinterprets historical events and literature based on the social understanding of the time
- Ensures that subject matter is not static; it changes
- Is familiar with how the content relates to students' development
- Knows the content, current findings, and how they are interpreted
- Is knowledgeable about subject matter
- Is knowledgeable of student's cognitive development
- Builds bridges between the new skills and content and students' prior experiences
- Provides instruction that supports all students' learning
- Uses academic vocabulary
- Makes relevant connections to standards during instruction to extend student learning
- Integrates key concepts, themes, relationships and connections across subject matter areas
- Incorporates different perspectives, appropriate to discipline
- Utilizes current understanding of relevant content standards and frameworks

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

Examples of Observable Evidence
- Understands students' individual cognitive, social and physical development and scaffolds instruction accordingly
- Connects content to students' prior knowledge and their experiences
- Implementation of instructional strategies to match students' learning needs
- Engages and facilitates students' understanding by linking students' previous knowledge
- Scaffolds instruction to address achievement gaps for the full range of learners
- Builds understanding of English learners' levels of language acquisition to best support their learning
- Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities
- Guides all students in using analysis strategies that provide equitable access of subject matter
- Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles
- Designs instruction that is responsive to that motivates students
- Matches students' instruction with their pattern of abilities
- Acknowledges and understands students' cultural differences
- Transforms standards into incremental classroom targets and informs students of targets
- Checks for understanding so as to design instruction that meets students' learning needs
- Offers choices to encourage ownership

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

Examples of Observable Evidence
- Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills
- Organizes subject matter based on optimal pedagogical understanding to promote and support student learning
- Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development
- Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge
- Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs
- Adjusts instruction within and across subject matter to ensure student learning
- Organizes instruction to reveal and value different cultural perspectives
- Organizes instruction to incorporate subject or grade level expectations and curriculum frameworks to support student learning
- Implements instructional strategies to demonstrate key concepts and their interrelationships
- Analyzes collected assessment data to plan for future instruction
- Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups and individual needs

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

Examples of Observable Evidence
- Long/short term lesson plans/planning (unit plans, benchmark planning, grade level planning) incorporates multiple means of representation, expression, and engagement

Resource:
UDLcenter.org
http://www.udlcenter.org/

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

Examples of Observable Evidence:
- Frontloading of vocabulary: word wall, choral reading
- Graffiti wall
- Pair share; pair with peer mentors
- Game based: jeopardy
- Graphic organizers, note cards, pictures with definitions, Frayer model
- Struggling with reading; letter blocks; crashing game
- Modifications based on IEPs

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

Examples of Observable Evidence:
- Scanners to encourage academic responsibilities
- Access materials
- Haiku
- Socrative quiz maker: chunking of material; focus; questions
- Smartboards; laptops, iPads; PP; digital version of student selection
- Data director
- Videos
- iPads as reinforcer
- Elmo
- iPads for expressive language

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

Examples of Observable Evidence:
- Model knowledge, skills, and fluency in using digital tools for instruction
- Have students use digital tools to learn, create new content, and demonstrate learning
- Model and promote digital citizenship and critical digital literacy
- Promote equal access of all students to digital tools and assure that students are safe in their digital participation

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

Examples of Observable Evidence:
- Uses technology to deepen teaching and learning
- Provides opportunities for students to participate in a digital society and economy
- Uses established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications

Resources:
International Society for Technology in Education (ISTE)
https://www.iste.org/
International Association for K-12 Online Learning (iNACOL)
https://www.inacol.org/

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

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

Examples of Observable Evidence:
- Incorporates activities for "Getting to Know Students"
- Implements instruction that draws upon students' backgrounds, interests and developmental learning needs and styles
- Implements content based class discussions
- Makes available scaffolding and extension options to enable all students to build on their previous learning (KWL, graphic organizers)
- Uses student background knowledge and experiences in instruction
- Allows for grouping activities and arrangements
- Becomes familiar with and sensitive to the background of students in different ethnic, language, socio-economic, and exceptionality groups
- Adapts activities and finds materials that engage students in learning the content and skills in the curriculum through familiar contexts that include students' background knowledge, interests, and personal strengths
- Has a repertoire of instructional activities and materials to draw upon to meet the needs of all students
- Incorporates students' prior knowledge and experience in the curriculum and instructional planning
- Provides opportunities for students to articulate the relevance and impact of lessons on their lives, families, and community

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

Examples of Observable Evidence:
- Incorporates model curriculum standards appropriate for grade level(s)
- Building on independent work packets; scaffolding-review
- Explicit college and career skills: time management, self-advocacy

4.3   Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

Examples of Observable Evidence:
- Lesson Plan: incorporates academic content standards into lesson plans
- Reading/ELA: increased discussion; debate regarding social issue-T chart/pros and cons; data/charts; read articles, write/draw posters, fliers; oral language
- Structures learning activities over time to help students achieve essential academic learning goals
- Sequences instruction by choosing or creating instructional activities and materials that transition into next instructional learning plan
- Builds on previous activities or activates prior knowledge to help students achieve the intended learning goals
- Sequences activities and materials to reflect learning goals that specify knowledge, skills, and abilities students are to acquire
- Ensures that all students have the knowledge and skills needed to complete a learning activity, e.g., vocabulary, concepts, procedures, reading, writing, measuring, language, prior to implementation of next learning goal
- Comprehensively explains to students how the content of a particular lesson or learning activity fits with what came before and what will follow
- Identifies and explains the connections between activities, materials, and learning goals
- Writes individual descriptions of what was learned—anecdotal records
- Incorporates professional knowledge into the prescribed curriculum, pace, and district assessment calendar
- Uses assessments to design long- and short-term planning

- Incorporates diverse subject matter perspectives in planning
- Examines a learning goal and determines the knowledge, skills, and abilities required to meet that goal
- Selects or creates a series of activities to help students acquire what they need to successfully achieve that goal
- Knows how mastery of one element is prerequisite to or related to learning another
- Creates or uses a syllabus for the course to distribute content and learning goals across the year
- Understands the district's curriculum and the particular concepts, knowledge, and skills that students are expected to master by the end of the school year
- Planning includes identifying the major categories of knowledge, skills, and abilities that students are expected to accomplish throughout the year

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

Examples of Observable Evidence:
- Agendas, schedules: closure and review
- Daily learning target

Resources:
National Center on UDL
http://www.udlcenter.org/
ELL Strategies
http://www.colorincolorado.org/ell-strategies-best-practices
MTSS components
http://www.cde.ca.gov/ci/cr/ri/mtsscomponents.asp

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

Examples of Observable Evidence:
- Lessons planned based on IEPs, assessment
- Exit ticket; progress monitoring
- Rubric: self-assess, grade themselves
- Models of exemplary work
- Exit tickets: lab days; tracker finished assignments; reflection on how to improve
- Notebook check in: what they missed points on; how to improve
- How ready do you feel? (I will be room 212…)

Resources:
Social Emotional Strategies
http://www.pbs.org/parents/arthur/activities/development.html?cat=development
Social Emotional Issues-Teacher Resources
https://www.teachervision.com/emotional-development/teacher-resources/32913.html
Dipsticks: Efficient Ways to Check for Understanding
https://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley

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

Examples of Observable Evidence:
- Collaboration agendas from Professional Developments, Professional Learning Communities, co-teaching, mentoring, coaching and/or networking

Resources:

ASCD, Association for Supervision and Curriculum Development
www.ascd.org
CEC, Council for Exceptional Children
www.cec.sped.org/Tools-and-Resources
LACOE CTE Professional Development
www.lacoe.edu/cte

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

Examples of Observable Evidence:
- Determines, before and after a lesson, whether students are making progress towards the learning goals
- Makes changes in plans in instruction if students are not making progress
- Monitors students' understanding of content through a variety of means
- Makes changes to plans in response to observed difficulties that students are having with instructional materials, the learning activities, or content
- Engages in long term monitoring of student understanding through reflecting on a lesson or series of lessons in light of student work or the pattern of student responses over time
- Focuses reflection on the extent to which students were able to meet the learning goals
- Reflects on how specific instructional methods, learning activities, and materials might have facilitated or hindered student understanding
- Does not simply move on to the next topic if students are not meeting the learning goals
- Modifies instructional plans to re-teach the missing concepts, methods, or skills, and/or incorporates further work in future instruction
- Modifications made in response to observed difficulties include:
  o Supplying different types of examples
  o Providing more structure for an activity
  o Extending the period of time for student to work
  o Scaffolding an activity so that students can accomplish more than they might on their own
  o Approaching a concept through different mediums
- Monitors by a variety of informal means:
  o Asking questions
  o Paying attention to nonverbal cues from students
  o Watching for signs of student progress
  o Student misconceptions when checking student work

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

Examples of Observable Evidence:
- Document cameras/Elmos
- Smart board
- iPads
- Internet
- Chrome books

TPE 5: Assessing Student Learning

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

Elements of Observable Evidence:

- Identifies and uses multiple sources of information to inform his/her understanding of student progress toward meeting learning goals
- Uses different types of assessments to inform instruction
- Selects assessment strategies and instruments appropriate to the learning outcomes being evaluated
- Implements assessment concepts (validity, reliability, and bias) to the appropriateness of the students
- Grading practices reflect student learning
- Models the methods that students will use to explore and find answers to questions
- Implements different types of formative and summative assessments, addressing students' needs and progress
- Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency
- Allows English learners and students with special needs various methods to demonstrate learning
- Examines short term goals periodically in light of student progress
- Modifies learning goals as needed
- Reflects, through assessments, district curriculum and student expectations as well as their levels of knowledge
- Allows students to demonstrate understanding of learning goals before, during, and after a lesson
- Revises learning goals to support or extend learning in light of subtle signs of student progress

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

Elements of Observable Evidence:

- Identifies and uses multiple sources of information to inform his or her understanding of student progress toward meeting learning goals (standardized, diagnostic tools, and developmental assessments)
- Teacher observations and documents in:
  - Anecdotal records or notes
  - Student responses to teacher
  - Running records
  - Student dialogue with teacher
  - Essays
  - Student dialogue with peers
  - Performance tasks
  - Interviews with students
  - Teacher made tests
  - Interviews with families about relevant student achievements and activities outside of school
  - Standardized tests
  - Current grade book
  - Teacher journal
  - Student portfolios
- Makes adjustments for differentiated planning for single lessons or sequence of lessons based on analysis of assessment data
- Designs and integrates assessment plan that provides both formative and summative assessment data on student learning
- Allows English learners and students with special needs various methods to demonstrate learning
- Uses assessment strategies to implement and monitor individualized student learning including IEP goals

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- Communicates with families to gather information about all students and their learning
- Uses concepts learned to derive new information, connect to previously learned concepts, solve real-world problems, and recognize the concepts in different settings.
- Uses a variety of sources to collect information about student learning Collects multiple sources of information for learners who are not yet fluent speakers, readers, or writers of English or special needs students
- Takes into account students who may have limited backgrounds due to limited exposure to oral and written standard English
- Collects information on English learners or students with special needs progress in achieving literacy in different content areas
- Collects information about their students' abilities to demonstrate and use specific content knowledge and content specific skills through a method that does not require communication skills that students clearly do not yet possess
- Collects information specifically focused on knowledge and skills that the teacher has reason to believe the students have acquired through the learning activities for all students
- Requires knowledge and skills that are within the students' current ability levels
- Uses multiple sources of data to identify critical gaps in student understanding and skills
- Imbeds assessment within instruction
- Plans a wide range of appropriate assessment strategies and uses the results to understand student progress
- Assesses student behavior to support learning
- Interprets data based on how an assessment is scored and what results it reports
- Keeps a continuous and comprehensive record of group and individual achievement

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

Elements of Observable Evidence:
- Students given rubric; rate themselves
- Exit tickets
- Graph scores
- Students assess each other (peer review)
- Dipsticks, popsicle sticks, Kahoots, thumbs up

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

Elements of Observable Evidence:
- District and school required systems
- Classroom Dojo
- Socrative
- Jupiter
- Razz Kids: Learning A-Z
- Compass Learning
- Smart City: levels of mastery

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

Elements of Observable Evidence:
- Tests, quizzes, projects, pre and post assessments, authentic assessments
- Socrative
- Formative assessment progress monitoring
- Communications with students and parents

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

Elements of Observable Evidence:
- Reviews student assessment data with colleagues to identify trends, causes, and patterns among groups of students
- Reviews and monitors available assessment data, required by the site and district processes
- Uses assessment results to monitor teaching, guide planning and differentiate instruction
- Determines when and how to revisit content that has been taught through assessment information
- Uses assessment data to eliminate gaps between students potential and their performance
- Uses assessment results in planning instruction for support of English learners and students' IEPs
- Monitors a variety of data on student learning, individually and with colleagues, to identify trends and patterns among groups of students
- Reviews and monitors a broad range of data to identify underlying causes for trends
- Facilitates collaborative work to identify and address underlying causes for achievement patterns and trends

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

Elements of Observable Evidence:
- Data meetings/IEP meetings
- Collaborative meetings
- Student study teams: fall spring testing to review CELDT scores; strategies to use
- Accelerated Reader data
- Reading inventories
- CELDT data at beginning of year; identify ELLs/IEP-seating arrangements, groupings
- Grade level teams agendas: PD days to address strategies to implement and try
- Look at strengths (listening, reading), challenges (speaking, writing)
- Use student data to make decisions about instruction

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

Elements of Observable Evidence:
- Is prepared with a plan when a group of students do not understand a concept or learn how to use a skill or procedure
- Uses a variety of assessment data to set student learning goals for content and academic language
- Uses level of student understanding to improve use of instructional methods, materials, and learning activities
- Uses student learning to plan and differentiate instruction to meet the individual and group learning needs
- Works on enhancing, strengthening, and further improving the understanding and skills of students who are on track
- Redirects or assists students who need extra help
- Takes into account all of the students in the class when monitoring, adjusting, and providing feedback
- Analyzes teaching of a lesson in terms of the successes and areas needing improvement
- Consciously reflects on lessons and analyzes his/her own strengths and weaknesses to learn from experiences and improve teaching skills
- Demonstrates skills by constructively critiquing their own performance
- Assigns specific tasks designed to ensure that each student assumes responsibility for a critical piece of the group work
- Monitors student understanding and makes adjustments in the course of teaching a lesson
- Uses assessments to adjust and differentiate instruction while teaching in response to student needs

TPE 6: Developing as a Professional Educator

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

Elements of Observable Evidence:
- Engages in self-directed improvement
- Maintains a focus on instructional goals
- Questions and reflects **after** lessons:
  - Were my students productively engaged?
  - Did my students learn what I had intended them to learn?
  - Could the class run more smoothly?
  - Did I treat all students with fairness and respect?
  - Did I discover, as I started my lesson with my students, that they were missing a critical prerequisite skill?
  - Were the activities and work expected appropriate?
- Does my assessment match the learning goal or objective?
- Professionally converses among colleagues as an opportunity for reflection
- Reflects on practice and considers alternative approaches to move practice forward
- Reflection leads directly to improved planning and therefore to enhance interaction with student learning
- Assesses own teaching to learn strengths as well as areas to target for development
- Collaborates with colleagues or draws upon areas of strength, to support own teaching
- Develops awareness of potential bias that might influence teaching or affect student learning
- Assesses growth as a teacher over time
- Analyzes teaching to understand what contributes to student learning
- Formulates professional development plans that are based on reflection and analysis
- Develops awareness of potential bias that might influence teaching or affect student learning

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

Elements of Observable Evidence:
- Reflections regarding bias
- Awareness of own bias
- Parent conferences: speak native language; awareness of cultural differences
- Syllabus in English and Spanish
- Electronic messages; translates into native language
- Select books representative of various cultures/perspectives
- Modeling appropriate interaction
- Bias vs intuition
- Effort to provide equitable opportunities to participate
- Interpreting behavior: rambunctious, developmental stages
- Racial diversity: how to teach acceptance; modeling, literature

Resource:
When Implicit Bias Shapes Teacher Expectations
http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/

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

Elements of Observable Evidence:
- PD meetings with colleagues
- Sets and modifies professional goals connected to the CSTP, to improve instructional practice and impact student learning
- Ensures that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and personal reflections
- Engages in professional growth that are goal directed, arise from identified needs, and reflect areas of priority to the teacher, the school, or the district
- Seeks out or tracks professional growth activities through courses, conferences, workshops, study groups, journal articles, conversations with colleagues, and seminars
- Engages in professional development activities beyond those required by their district and induction programs
- Engages in professional activities to develop his or her skill in teaching
- Continues to seek out and refine approaches that make the curriculum accessible to all students
- Expands knowledge and effective application of new instructional methods and technologies
- Uses professional literature, district professional development and other professional opportunities to increase the understanding of teaching and learning
- Participates in and contributes to the professional community
- Serves on school or district curriculum committees
- Contributes to or participates in professional organizations
- Maintains an attitude of lifelong learning
- Engages in ongoing inquiry into teacher practice for professional development

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

Elements of Observable Evidence:
- Interacts with students' community to ensure that all students' diverse learning needs, interests, and strengths are met
- Acquires a deep understanding of students' cultures
- Identifies and accesses community resources to enhance learning experiences and to gain knowledge about community agencies
- Locates the local resources for students who may need certain resources or information from community facilities
- Makes a concerted effort to become aware of local resources and appreciate their value to the curriculum
- Promotes collaboration between school and community
- Considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand content
- Supports students with experiences derived from the community to support their learning
- Fully attends staff, grade level, department, and other required meetings and collaborations
- Contributes to school-wide events, activities and decision making
- Collaborates with colleagues to improve student learning and reflect on instructional practice at the classroom level
- Establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities
- Remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning
- Contributes to the learning of other educators
- Benefits from and contributes to professional organizations to improve teaching practices
- Supports school and district goals
- Benefits from and adds to the knowledge base of the profession
- Collaborates with colleagues for the benefit of the entire instructional program
- Works with specialists, school committees, curriculum projects, paraprofessionals, and other educators

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

Elements of Observable Evidence:
- Remains informed of, understands, and upholds all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities
- Takes responsibility for students' academic outcomes
- Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students
- Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs
- Reports suspected cases of child abuse, and/or neglect to appropriate agencies
- Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior
- Complies with legal and professional obligations to protect the privacy, health and safety of student, families, and other school professionals
- Models appropriate behavior for students, colleagues, and the profession
- Acts in accordance with ethical considerations for students
- Maintains professional conduct and integrity in the classroom and school community
- Contributes to school and students success by being knowledgeable of learning goals and established standards
- Meets professional obligations to implement school, district, state, and federal guidelines and policies
- Extends knowledge about professional and legal responsibilities for students' learning, behavior, and safety
- Maintains professional conduct and integrity in the classroom, school and community
- Interacts appropriately with students and families outside the classroom
- Demonstrates professional obligations to students, colleagues, school, and profession
- Keeps "profession" in professional by demonstrating appropriate attitude, behavior, and appearance

Resource:
Family Educational Rights and Privacy Act (FERPA)
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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

Elements of Observable Evidence:
- Attended trainings regarding Mandated Reporting; emergency procedures-Lock downs, earthquake, search rescue; confidentiality regarding IEPs; technology ethics
- Uses established school protocols for texting, emails, and website
- Attended training and uses social media responsibly
- Google voice: school number vs private cell phone

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

Elements of Observable Evidence:
- Maintains professional development and lifelong learning in issues effecting public education
- Reviews professional journals, publications, newsletters, policy papers, and resources for education finance issues
- Belongs to professional associations for educators and in their subject area

Los Angeles County Office of Education
Designated Subjects CTE Credential Program
Advanced Professional Training for CTE Credentials
CTE Candidate Self-Assessment on
Attainment of California Standards for the Teaching Profession

CTE Candidate: _____   Course Term/Year: _____

Instructions: Using the rubric below, rate your current level (1-4) for each of the CSTP elements.

1 - Beginning - Demonstrates awareness of CSTP element.
2 - Developing - Demonstrates comprehension of the CSTP element.
3 - Applying – Demonstrates application of the CSTP element.
4 - Exemplifying - Demonstrates mastery of the CSTP element.

Standard 1: Engaging and Supporting All Students in Learning	1	2	3	4
1.1 Using knowledge of students to engage them in learning.				
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.				
1.3 Connecting subject matter to meaningful real-life contexts.				
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.				
1.5 Promoting critical thinking through inquiry, problem solving, and reflection.				
1.6 Monitoring student learning and adjusting instruction while teaching.				
Standard 2: Creating and Maintaining Effective Environments for Student Learning	1	2	3	4
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.				
2.2 Creating physical or virtual learning environments that promote student learning, reflecting diversity, and encourage constructive and productive interactions among students.				
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.				
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.				
2.5 Developing, communicating and maintaining high standards for individual and group behavior.				
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.				
2.7 Using instructional time to optimize learning.				
Standard 3: Understanding and Organizing Subject Matter for Student Learning	1	2	3	4
3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks.				
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.				
3.3 Organizing curriculum to facilitate student understanding of the subject matter.				
3.4 Utilizing instructional strategies that are appropriate to subject matter.				
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content.				

Standard 4: Planning Instruction and Designing Learning Experiences for All Students	1	2	3	4
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.				
4.2 Establishing and articulating goals for student learning.				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.				
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.				
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.				
Standard 5: Assessing Student Learning	1	2	3	4
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.				
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.				
5.3 Reviewing data, both individually and with colleagues, to monitor student learning.				
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.				
5.5 Involving all students in self-assessment, goal setting, and monitoring progress.				
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.				
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.				
Standard 6: Developing as a Professional Educator	1	2	3	4
6.1 Reflecting on teaching practice in support of student learning.				
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.				
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.				
6.4 Working with families to support student learning.				
6.5 Engaging local communities in support of the instructional program.				
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.				
6.7 Demonstrating professional responsibility, integrity and ethical conduct.				

What are your areas of strength?

In what areas do you need to improve performance and what steps will you take?

Additional comments:

LOS ANGELES COUNTY OFFICE OF EDUCATION
DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION CREDENTIAL
PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE

First Name: Jane	**Last Name:** Smith
Date: 9/1/18	**Describe any teaching experience that you have had (provide number of semesters or years, grade level, and subject):** 1 year, grades 9-12, Financial Management

Step 1 - Needs Assessment and Goals		
Describe at least three professional growth areas of focus based on the results of your CTE Candidate Self-Assessment.		
Areas of Focus/Goals Based on your self-assessment, identify areas of focus/goals that will lead to your professional growth.	**Rationale** What will you be able to do as a result of your professional growth that you are not able to do now? What is the intended outcome?	**Standards** For each area of focus/goal, indicate the CSTP that is related to the goal.
Effective classroom environment and management	Create a positive classroom environment and maintain classroom control for a more effective teaching environment.	CSTPs 2.1, 2.2, 2.4, 2.5, 2.6
Making subject matter accessible to all students.	Provide multiple formats of CTE instructional delivery for students with special needs.	CSTPs 3.3, 3.4, 3.5, 3.6
Assessing student learning.	Utilize assessments regularly to analyze and make adjustments needed to improve instruction.	CSTPs 5.2, 5.3, 5.4, 5.7

Step 2 - Professional Growth Action Plan		
Activities What specific growth activities will you engage in to obtain the identified new learning or experience? The activities should focus on both the content knowledge you will acquire as well as the skills you will develop.	**Projected Dates** When will you complete each activity?	**Re-Assessment** How will you know that you have improved? What will you do to re-assess yourself in each area of focus/goal?
Obtain supervisor's approval to attend the CTE Fall Conference for classroom management workshop.	11/14/2018	Classroom management plan will be implemented in winter semester 2019 and assessed in June 2019.
Collaborate with ELD department in how to use SDAIE strategies such as activating prior knowledge, media, using gestures and facial expressions, speaking slowly and repetition, and using visuals.	11/30/2018	EL students will be more engaged in learning. I will have another instructor observe me and provide feedback on effectiveness of strategies used.
Collaborate with Special Education department in presenting information and course content in multiple formats so that students with special needs can access CTE curriculum.	10/15/2018	Special needs student will have access to CTE curriculum in multiple formats such as DVD videos, online videos, eBooks, and books on tape. I will ask the Resource Specialist to observe me for feedback.

Step 3 – Review of Plan by Instructor
The *Advanced Professional Training for CTE Credentials* instructor will provide feedback to the CTE Candidate and a copy of the PGP will be sent to the Designated Subjects CTE Credential Program for the CTE Candidate's file.
Feedback to the candidate: *Advanced Professional Training for CTE Credentials* Instructor: _____

Los Angeles County Office of Education
Designated Subjects CTE Credential Program
Advanced Professional Training for CTE Credentials
CTE Candidate Attainment of California Standards for the Teaching Profession

This rating form is used by the instructor to assess the CTE Candidate's attainment of the California Standards for the Teaching Profession (CSTPs) in the Advanced Professional Training for CTE Credentials course.

CTE Candidate: _____   Course Term/Year: _____

1 - Beginning - Demonstrates awareness of CSTP element.
2 - Developing - Demonstrates comprehension of the CSTP element.
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5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.				
5.7 Using assessment information to share timely and comprehensible feedback with students and their families.				
Standard 6: Developing as a Professional Educator	1	2	3	4
6.1 Reflecting on teaching practice in support of student learning.				
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.				
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.				
6.4 Working with families to support student learning.				
6.5 Engaging local communities in support of the instructional program.				
6.6 Managing professional responsibilities to maintain motivation and commitment to all students.				
6.7 Demonstrating professional responsibility, integrity and ethical conduct.				

What are the candidate's areas of strength?

In what areas does the candidate need to improve performance and what steps should be taken by the candidate?

Additional comments/feedback to the candidate:

Foundations for Teaching Adult Learners

Registration Number: EDC-X784G Foundations of Teaching Adult Learners
Class Location: Online   **Time:** 7 weeks   **Units:** 3 semester units

Instructor: Cherise G. Moore, Ph.D.   **Phone:** 510-290-3705   **E-mail:** cherise143@ymail.com

Course Description:
This course provides candidates in the Designated Subjects Adult Education Credential Program with an understanding of how to become an effective teacher of adults. Building upon the Adult Learning Theory module completed in the Early Orientation, candidates will study the andragogy and principles of teaching adults along with key concepts that inform teaching practices. Strategies for teaching to a diverse group of adult learners will be provided including differentiated instruction techniques for students with special needs and English language learners. This course is mandatory for candidates in the Adult Education Credential Program and is a prerequisite for the *Teaching Portfolio* course. <u>Prerequisites</u>: 1) Completion of *Foundations of Adult Education/Career Technical Education* with a grade of "C" or better. 2) Possession of a valid Preliminary Designated Subjects Adult Education or Career Technical Education Credential.

Technology Prerequisites:
For formal admission to the credential program, each student must:
1. Own or have ample access to a computer.
2. Have general knowledge of the operation of and care for a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques.
3. Must have a valid email address and know how to open and create attachments.
4. Have a basic understanding of how to use the internet, upload and download/create Word and PDF files.

Students should anticipate that their use of these skills will be integrated into every course within the credentials program. Students who fail to meet any of these expectations are strongly advised to take an introductory computer course prior to enrolling in credentials coursework.

Required Readings:
- Materials and templates from the CTEonline.org *Professional Development* Adult Learning Module 10 will be utilized
- Web Resources List and Adult Education websites
- Instructor-provided materials

Course Objectives:
The student will be able to:
- Demonstrate an understanding of the key theories of adult learning and development, and how they inform practices for Adult Education programs.
- Identify the characteristics of adult learners and challenges that might impact the educational setting.
- Understand methods for assisting adult learners in updating reading, note taking, and test taking skills.
- Create or select assessment tools that are appropriate for adult learners.
- Demonstrate how to provide learner-centered instruction for all adult learners.
- Identify the special needs of adult students and how to differentiate and modify instruction.
- Integrate strategies designed to support adult English language learners.
- Define common vocabulary used in education.

- Use web-based resources to improve their practice as new teachers.
- Explore school and community resources available to assist adults.
- Practice using reflection as a tool for improving instruction.

Course Requirements and Assessment Procedures:
General Requirements
1. Grades will be based on evaluation of the quality of completed course assignments as defined in this syllabus. Students are expected to complete all assignments within deadlines. Due dates for all assignments will be provided in the course. Late assignments will lose 10% points per day that they are late. **Late discussion postings will not be accepted.**
2. All formal written work must be submitted as a .pdf or .docx document and carefully edited. Papers must be double spaced, no more than 12 point type, no more than 3 pages of content. **Please include a minimum of <u>two</u> external references beyond the instructor provided readings for each of the papers and use APA style formatting for citations and references.**
3. **ALL FINAL ASSIGNMENTS ARE DUE BY 11:55 p.m. on the final day of class. NO EXCEPTIONS.**

Assignments
1. Create an electronic file folder on your computer for the collection of documents related to the course. Name the folder *Foundations for Teaching Adult Learners*. Place all documents in the folder as you complete each one. This folder will eventually be part of your portfolio for the *Teaching Portfolio* course.

2. Discussion 1: Please post your introduction, sharing your experience and background in adult education. Please respond to the posting of at least one colleague. **5 points.**

3. Discussion 2: Review the CTEonline.org *Professional Development* Module 10 (Adult Learners). On the discussion forum, respond to the following questions: A) How do adult students differ from secondary students? B) What are some of the challenges adult students face? **5 Points**

4. Paper 1: Read the instructor-provided materials on adult learning theory. Write a paper about the cognitive, andragogical and individual factors that affect adult learners and how the interaction of these factors may impact their ability to participate in your Adult Education class. **10 Points**

5. Discussion 3: Read the instructor-provided material on learner-centered instruction. In the discussion forum, respond to the following questions: A) How does learner-centered instruction differ from teacher-centered instruction? B) How can I help my adult students become successful students? **5 Points**

6. Paper 2: Select **three** web resources from the general Adult Education web resources list and **one** web resource from the web resources for adults with special needs section of the list and write a paper describing: 1) the purpose of each site, 2) resources at each site, and 3) how you may use the sites throughout your educational and career experience. **15 Points**

7. Paper 3: Read the instructor-provided materials on differentiated instruction. Write a paper on how you would differentiate instruction to meet the special needs of adult learners and cite at least four strategies that you would use to modify instruction. **10 Points**

8. Discussion 4: Read the instructor-provided material on the English Language Proficiency Standards (ELPS). On the discussion forum, respond to the following question: How will I incorporate the ELPS into my instruction to support my adult ELL learners? **5 Points**

9. Paper 4: Read the instructor-provided materials on adults with special needs and/or learning disabilities. Write a paper on three ways that you can support adults with special needs and/or learning disabilities in your classroom. **10 points**

10. Lesson Plan and Assessment: Utilizing materials and templates from the instructor, *Foundations of Curriculum* course and *Professional Development* Module 10, create a lesson plan and assessment for your class. Identify the content standards, instructional strategies, and activities. Create or select an assessment tool for the lesson and show how it may be adjusted for special needs adult learners. **40 points** (30 for lesson plan and 10 for assessment)

11. Paper 5: Research local school and community resources available for adults in your school district or in the city in which you live. Respond to the following questions: A) What school district or city did you research? B) What programs are offered by this program? C) How many students are served in those programs? D) What school resources did you find for adults and what is required to access them? E) What community resources did you find for adults and how might they access them? F) What is unique or different about the school or community resources available for adults in your school district or city? **10 points**

12. Instructor-provided final exam. **5 points**

Session, Topic and Weekly Readings/Assignments Matrix:

Session	Topic	Readings/Assignments
1	Getting Started and Adult Learners Review	Introduce yourself on the discussion forum. Create file folder. Review *Professional Development* Module 10 (Adult Learners) and respond to required questions on the discussion forum. Due: Complete Introduction discussion forum (5 points) Due: Module 10 Adult Learners discussion forum (5 points).
2	Andragogy: Adult Learning Theory	Review instructor-provided material and write a paper. Due: Submit adult learning theory paper (10 points).
3	Learner-Centered Instruction	Review instructor-provided material and respond to required questions on the discussion forum. Due: Complete discussion forum (5 points).
4	Research-Based Practices for Adult Education	Review four Adult Education web resources and write a paper. Due: Submit web resources paper (15 points).
5	Differentiating Instruction to Meet the Needs of All Adult Learners	Review instructor-provided material. Due: Submit differentiating instruction paper (10 points). Due: ELPS discussion forum (5 points)
6	Developing Lesson Plans and Assessments for Adult Education	Review instructor-provided materials. Due: Adults with Special Needs paper (10 points) Due: Submit Lesson Plan (30 points) and Assessment (10 points)
7	School & Community Resources and Final Exam	Identify local school and community resources available for adults and respond to discussion forum questions. Due: Submit local school and community resources paper (10 points) and instructor-provided final exam (5 points).

Grading Scale:

Grade	Credential Candidate Performance
A	108-120
B	96-107
C	84-95
D	72-83 Candidate is required to repeat this course; credit will not be awarded for the clear credential unless a grade of C or higher is obtained
F	<71 Candidate is required to repeat this course; credit will not be awarded for the clear credential unless a grade of C or higher is obtained

Points Breakdown by Assignments:

Lesson Plan/ Assessment	Discussion Boards	Papers	Final Exam	Total Pts.
Total = 40	Total = 20	Total = 55	Total = 5	Total = 120

Rubric for Discussion Forums Participation (5 points)

Criteria Quality	Relevance of Discussion Points	Assignment Completeness, Timeliness, and Writing Standards for Discussion Points
Outstanding (A) 5 points	Discussion points are in-depth, relevant to the topic and include use of higher-level thinking skills.	Assignment was completed on time, and method of writing on discussion points was always clear and concise.
Above Average (B) 4 points	Discussion points are substantial and relevant to the topic but include less use of higher-level thinking skills.	Assignment was completed on time but method of writing was generally clear and concise.
Adequate (C) 3 points	Discussion points are substantial but less relevant to the topic and include less use of higher-level thinking skills.	Assignment was completed on time but method of writing was less than clear and concise.
Inadequate (D) 2 points	Discussion points are less relevant, are limited, and do not include use of higher-level thinking skills.	Assignment was completed on time but method of writing was not clear and concise.
Significantly Inadequate (F) 0-1 points	Discussion points are not relevant to the topic and do not include use of higher-level thinking skills.	Assignment was completed late.

Rubric for Papers (10 points)

Criteria Quality	Relevance to the Topic and Use of Higher Level Thinking Skills	Assignment Completeness, Timeliness, and Writing Standards
Outstanding (A) 10 points	Writing is relevant to the topic, well thought out, reflects higher level thinking skills, and references required resources.	Assignment was turned in on time, completed. Correct grammar, usage, and mechanics. No spelling errors.
Above Average (B) 8-9 points	Writing is relevant to the topic and reflects higher level thinking skills but is not fully thought out and/or does not reference required resources.	Assignment was turned in on time, completed. Correct grammar, usage, but with minor errors in mechanics. Limited to one spelling error.
Adequate (C) 6-7 points	Writing is relevant to the topic but is not well thought out. Use of higher level thinking skills is limited and/or does not reference required resources.	Assignment was turned in on time, completed. Consistent mistakes in grammar, usage, and mechanics. Several spelling errors.
Inadequate (D) 4-5 points	Writing is not relevant to the topic or does not reflect higher level thinking skills.	Assignment was turned in on time but was not complete. Consistent mistakes in grammar, usage, and mechanics. Multiple spelling errors.
Significantly Inadequate (F) <4 points	Writing not to the topic and does not reflect higher level thinking skills.	Assignment was not turned in on time and was not complete. Consistent mistakes in grammar, usage, and mechanics. Many spelling errors.

Rubric for Lesson Plan and Assessment (40 points)

Criteria Quality	Comprehensiveness of Lesson Plan	Appropriateness of Assessment	Assignment Completeness and Timeliness
Outstanding (A) 36-40 points	Lesson plan is comprehensive, includes all required components, and has clearly stated objectives, activities, assessments, and resources	Assessment is appropriate to the lesson, subject matter, is suitable for adult learners, and may be adjusted for special needs.	Assignment turned in on time, completed.
Above Average (B) 32-35 points	Lesson plan includes all components and has some clearly stated objectives, activities, assessments, and resources.	Assessment is appropriate to the lesson and subject matter and is suitable for adult learners.	Assignment turned in on time, completed.

Adequate (C) 28-31 points	Lesson plan includes all components but does not have clearly stated objectives, activities, assessments, and resources.	Assessment is not appropriate to the lesson or subject matter or is not suitable for adult learners.	Assignment turned in on time, completed.
Inadequate (D) 24-27 points	Lesson plan is missing more than one component and/or is unclear.	Assessment is not appropriate to the lesson or subject matter, and is not suitable for adult learners.	Assignment turned in on time but not complete.
Significantly Inadequate (F) <23 points	Lesson plan is missing multiple components or is not appropriate for Adult Education instruction.	Assessment is not appropriate to the lesson and subject matter, and is not suitable for adult learners.	Assignment not turned in on time and not complete.