



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards

**Commission on Teacher Credentialing
January 2009**

Institutions participating in Program Assessment or a Site Visit in 2008-09 may elect to use prior MS/SS Program Standards with required elements or the standards adopted in January 2009.

Institutions participating in Program Assessment or a Site Visit in 2009-10 will need to use the January 2009 standards.

Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12 settings/college/university units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each *candidate's professional placement*. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising* personnel. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory* role, *evaluated* and *recognized* in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Common Standards Glossary

Adopted by the COA October 2008

Term	Common Standard	Definition
Admission Criteria	5	<ul style="list-style-type: none"> • Candidate eligibility criteria as defined in the Preconditions for each type of educator preparation program. For example, a key admission criterion for Second Tier credential programs is that the candidate be employed in an appropriate education position.
Assessment	2, 3, 9	<ul style="list-style-type: none"> • Process to evaluate, appraise, or measure an individual's knowledge, skills and ability in relation in meeting the adopted program standards. • Assessment processes must treat each candidate in a fair and equitable manner according to explicit guidelines published by the institution. • Information gained through assessment for the accreditation process is not used for employment purposes.
Assessment and Evaluation System	2	<ul style="list-style-type: none"> • A comprehensive and integrated set of procedures that measure candidate performance, completer preparedness, and program effectiveness, thereby, allowing an institution to monitor candidate knowledge and skill development, manage academic programs and practica, and identify strengths and weakness of the educator preparation programs and unit.
Authority	1	<ul style="list-style-type: none"> • An individual who the institution has granted the power to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or an associate superintendent/director for a local education agency.
Candidate	1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> • An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials.
Certified, Certificated	8	<ul style="list-style-type: none"> • To hold a California educator credential appropriate to his/her role and/or responsibility.
Clinical Experiences	3, 4, 7	<ul style="list-style-type: none"> • Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. • See also Field-Based Experiences

Term	Common Standard	Definition
Clinical Personnel	3, 4, 7	<ul style="list-style-type: none"> • P–12 school personnel or professional education faculty responsible for instruction, supervision, support, and/or assessment of candidates during field experiences and clinical practice.
Competency Requirements	9	<ul style="list-style-type: none"> • The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards.
Course Instructors	4	<ul style="list-style-type: none"> • Individuals who teach courses and/or provide instruction to candidates.
Courses	1	<ul style="list-style-type: none"> • CTC-approved professional preparation provided to candidates under the auspices of an IHE, a local education agency, or other approved services provider. Courses may be offered through organized studies that carry units, and/or through modules, professional development settings, online, or independent study.
District-Employed Supervisors	8	<ul style="list-style-type: none"> • Applies only to Level I Credential Programs. The master teacher, cooperating teacher, resident teacher, coach, directing teacher, or other designated supervisory personnel who assesses student teachers. • In internship programs for Multiple Subject, Single Subject, and Education Specialist credentials, the site support provider, mentor, or coach is considered a district-employed supervisor.
Evaluate, Evaluation	2, 4, 7, 8	<ul style="list-style-type: none"> • Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. • Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement.
Faculty	1, 4	<ul style="list-style-type: none"> • Those individuals employed by a college, university, school district, county office of education, or other CTC-approved entity, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising, support), provide professional development, supervise clinical experiences, and/or administer some portion of the educator preparation unit.
Field and Clinical Supervisors	4, 7	<ul style="list-style-type: none"> • Includes both district-employed supervisors and those individuals from the CTC-approved program assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. • Second Tier Credential Programs do not have field supervisors.
Field-Based Work or Experience	3, 4, 7	<ul style="list-style-type: none"> • Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and

Term	Common Standard	Definition
		demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.
Governance	1	<ul style="list-style-type: none"> The institutional system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all education professionals prepared at the institution.
Information Resources	3	<ul style="list-style-type: none"> Library and/or digital media resources, as well as information and communication technology resources available to candidates.
Institution	1, 6	<ul style="list-style-type: none"> The university, college, school district, county office of education or other entity approved by the CTC to offer educator preparation programs. An institution may be a regionally accredited (IHE) or a local educational agency (LEA) approved to sponsor educator preparation program(s).
Instructional Personnel	4	<ul style="list-style-type: none"> Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit.
<i>Intern Program</i>		<ul style="list-style-type: none"> A partnership between an approved educator preparation program and an employing school district for the purpose of preparing, supervising, and supporting candidates employed at the school district as educators. Intern programs can be offered for the Multiple Subject, Single Subject, Education Specialist teaching credentials or the Pupil Personnel or Administrative Services credentials.
P-12 Student	7	<ul style="list-style-type: none"> Refers to students enrolled in pre-school through 12th grade.
Multiple Measures	5	<ul style="list-style-type: none"> Multiple sources of information used to determine whether an applicant possesses the requisite personal characteristics, including sensitivity to California's diverse population, communication skills, academic skills, and prior experiences that suggest a strong potential for effectiveness as a professional educator.
P-12	4	<ul style="list-style-type: none"> Refers to the entire range of grades in which students are enrolled; preschool through 12th grade.
Partners	7	<ul style="list-style-type: none"> Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts.
Professional Development	3	<ul style="list-style-type: none"> Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P–

Term	Common Standard	Definition
		12 schools.
Professional Placement	6	<ul style="list-style-type: none"> • A classroom, clinical or field experience that a candidate participates in during the preparation program. A school site is often a candidate's assigned location for field experiences.
Program	all	<ul style="list-style-type: none"> • A planned sequence of courses and/or experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings, and which leads to a credential.
Program Completer	2	<ul style="list-style-type: none"> • An individual who has completed a credential program,
Personnel	3,7, 9	<ul style="list-style-type: none"> • Individuals employed by a college or university, a school district, county office of education or other approved entity who may teach one or more courses to candidates, provide services to candidates such as advising, provide professional development, supervise clinical experiences, and/or administer some portion of the unit. • See also Instructional Personnel, Site-Based Supervising Personnel, Clinical Personnel
Qualified Persons, Qualified Members	4, 6	<ul style="list-style-type: none"> • Individuals whose background and experience are appropriate for the role to which they are assigned and who receive initial and ongoing professional development consistent with their assigned responsibilities.
Recognize	4, 8	<ul style="list-style-type: none"> • To acknowledge and to appreciate the contributions and achievements of another member of the institution or partner organization.
Scholarship	1, 4	<ul style="list-style-type: none"> • Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals, including but not limited to traditional research and publication, the systematic study of pedagogy, action research, and the application of current research findings in new settings.
Second Tier Credential Programs		<ul style="list-style-type: none"> • Professional preparation programs including Induction, Education Specialist Level II, and Administrative Services Tier II programs which prepare the holder of a first level/tier/preliminary credential to earn a second level credential.
Service	1, 4	<ul style="list-style-type: none"> • Faculty contributions to college or university activities, P-12 settings, communities and professional associations in ways consistent with the individual's specialized knowledge and the institution and unit's mission as preparers of educators.
Site-Based Supervising Personnel	7	<ul style="list-style-type: none"> • Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs.

Term	Common Standard	Definition
		<ul style="list-style-type: none"> • See Also Field and Clinical Supervisors.
Stakeholder	1	<ul style="list-style-type: none"> • Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation program or institution.
Student	7	<ul style="list-style-type: none"> • In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program.
Sufficient	3	<ul style="list-style-type: none"> • Adequate or ample to meet the need.
Supervise	4	<ul style="list-style-type: none"> • The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes.
Supervisor	4, 8	<ul style="list-style-type: none"> • For intern programs, those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. • See Also Field and Clinical Supervisors.
Supervision	3, 8	<ul style="list-style-type: none"> • Activities undertaken to evaluate a candidate's competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate.
Support	1, 3, 4, 5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Aid provided by a qualified individual to a candidate in his/her early teaching or service that includes collecting evidence relating to the candidate's competence for the purpose of helping the candidate satisfy knowledge and skill requirements, but who does not supervise or evaluate the candidate.
Unit	1, 6, 7	<ul style="list-style-type: none"> • The college, school, department, or other administrative body in colleges, universities, school districts, county offices of education, or other organizations with the responsibility for managing and coordinating all aspects of CTC-approved educator preparation programs offered for the initial or advanced preparation of educators, regardless of where these programs are administratively housed in an institution.
Unit Leadership	1	<ul style="list-style-type: none"> • Individuals designated by the institution to be responsible for administering all aspects of the CTC-approved educator preparation programs offered by the institution, and who have been granted, by the institution, the authority to manage the human and fiscal resources needed to meet all educator preparation program goals. The program authority is usually the dean at an IHE, or a director of teacher education, district superintendent or county office program director.

Italics indicate that the term does not appear in the Common Standards.

SB 2042 Multiple and Single Subject Preliminary Credential Program Standards

Category A: Program Design, Governance, and Qualities

Standard 1: Program Design

The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary conditions of schooling, including attention to California public education.

The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education and informed by adult learning theory and research.

By design, the program provides extensive opportunities for candidates (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies as defined by the *Teaching Performance Expectations* (TPEs) (provided in the appendix).

A fair, valid, and reliable assessment of the candidate's status with respect to the TPEs is embedded in the program design.

Integrated/Blended Program Delivery Model:

An Integrated/Blended Program of Undergraduate Teacher Preparation provides candidates with:

- a carefully designed curriculum involving both subject matter and professional preparation that includes integrated and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels
- a clearly developmental emphasis involving early and continuous advising, and early field experiences
- explicit and supported mechanisms for collaboration among all involved in the design, leadership, and ongoing delivery of the program

Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular

ongoing support throughout the program. The program design includes an early completion option.

Standard 2: Communication and Collaboration

Sponsors of the preliminary teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation.

Partnerships address significant aspects of preliminary preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.

In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the preliminary preparation program and monitor its implementation on a continuing basis. These partnerships would include developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities, and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents.

Integrated/Blended Program Delivery Model:

The overall design and implementation of an Integrated/Blended Program result from demonstrated, fully-supported collaboration based on shared decision making among faculty and administrators in the academic units responsible for subject matter preparation and teacher education. An Integrated/Blended Program includes the involvement of K-12 educators in curriculum development and program implementation. Where appropriate, the four-year institution works jointly with selected community colleges to develop a seamless transfer program.

Intern Program Delivery Model:

Intern programs are joint programs of employing school districts and approved program sponsors and require ongoing collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with

school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

Standard 3: Foundational Educational Ideas and Research

Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education.

The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools.

Standard 4: Relationships Between Theory and Practice

The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.

In coursework, classroom observations, and supervised fieldwork candidates examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.

Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually. They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.

Intern Program Delivery Model:

In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession

The preparation program ensures that each candidate explores a variety of perspectives and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.

The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement. The program

educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.

During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.

The program provides opportunities for each candidate to promote student academic progress equitably and conscientiously, and fosters the intellectual, social, and personal development of all children and adolescents, while emphasizing the teacher's unique role in advancing each student's academic achievements and advocating for students. Through formal instruction, coaching, and supervision candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.

The program provides opportunities for candidates to learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Candidates collaborate with colleagues to design and deliver effective, coordinated instruction.

Intern Program Delivery Model:

The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession.

Category B: Preparation to Teach Curriculum to All Students in California Schools

Standard 6: Pedagogy and Reflective Practice

To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. The program fosters each candidate's realization that the analysis and assessment of practices promote a teacher's professional growth.

In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.

Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues.

Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The Multiple Subject credential program prepares candidates to do the following:

	Reading	Writing	Listening and Speaking
Instructional Planning/ Objectives/ Design	<ul style="list-style-type: none"> • Strategically select and sequence of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate 		

	Reading	Writing	Listening and Speaking
	standards, and how to teach for transference and generalization of skills.		
Instructional Delivery	<p>Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:</p> <ul style="list-style-type: none"> • word analysis • fluency • vocabulary, academic language, and background knowledge • reading comprehension • literary response and analysis <p>Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) • independent practice and application • independent practice 	<p>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling) 	<p>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)

	Reading	Writing	Listening and Speaking
	(e.g. opportunities for students to show level of mastery)		
Assessment	<p>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> • entry level assessment for instructional planning • monitoring student progress • post test or summative assessment 		<p>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</p>
	Reading	Writing	Listening and Speaking
Universal Access/ Differentiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>, including recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</p> <p>For example:</p> <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction

The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. The single subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
 - Orientation (e.g., engagement, teacher demonstration)
 - Presentation (e.g., explicit instruction, modeling, pacing)
 - Structured practice (e.g., reinforcement, questioning, feedback)
 - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- use content-based literacy strategies (i.e., reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that require literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge; develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
 - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
 - learn new and important content vocabulary and review cumulatively and periodically during the school year
 - read independently (at skill level) in the content areas in order to promote vocabulary development
 - use of context clues, apposition, and word structure/analysis
- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
 - read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research)
 - use professional language from a variety of sources

- initiate and participate in discussions that extend their academic language
- engage in independent reading from a variety of sources
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
 - experience a variety of informational texts reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*
 - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
 - develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)
- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
 - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts, statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing)
 - apply the general strategies of organization, focus, revision, and research methodology described in the writing standards
 - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
 - craft writing at the depth and complexity necessary for their subject matter and grade-level
 - to present research via multiple pathways in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.

Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the preliminary teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) teaching credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health. In the program, MS candidates apply the appropriate *Teaching Performance Expectations* (TPEs) to the teaching of each major subject area. They learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for multiple subject candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

- 8A(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
- 8A(b) **Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.
- 8A(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events

and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

- 8A(d) **Visual and Performing Arts.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in visual and performing arts. They guide students in achieving the goals of artistic perception; creative expression, understanding the cultural and historical origins of the arts; pursuing meaning in the arts, and making informed judgements about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.
- 8A(e) **Physical Education.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. They guide students in achieving the goals of the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.
- 8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. They guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of the process of growth and development, and informed use of health-related information, products, and services. In the program, candidates learn how to interrelate ideas and information within and across health science and other subject areas.

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates.

Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the single subject teaching credential, the preliminary teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific *Teaching Performance Expectations* (TPE 1B), and (b) to apply the TPEs to instruction in the subject to be authorized by the credential. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student

achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

8B(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

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

8B(b) **Science.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

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

8B(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting

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

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

8B(d) **English.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-standard English, and students with disabilities.
- Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.

- Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
- Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.

8B(e) **Art.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms. Candidates for a single subject credential in art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, single subject candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

8B(f) **Music.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form,

style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and develop facility in transposition. Candidates model expressive and skillful performance by voice or on a primary instrument, and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose, and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

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

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics.

8B(g) **Physical Education.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

8B(h) Languages Other than English. During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards in World Languages (Grades K-12). First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition. Candidates emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.

8B(i) Health Science. During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

8B(j) **Agriculture.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four-year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, and class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, single subject candidates guide, monitor, and encourage students during hands-on laboratory investigations, experiments, and practica. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

8B(k) **Business Education.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted career technical education (CTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and the ethical use of information technology in business situations.

Candidates instruct students in basic economic principles applicable to microeconomic and macroeconomic theories, and to domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of

business situations. They use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

8B(l) **Home Economics.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ Future Homemakers of America (FHA)-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CSF. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

8B(m) **Industrial Technology.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide problems, exercises, and projects to students that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively.

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

Category C: Preparation to Teach All Students in California Schools

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members.

Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

Standard 11: Using Technology in the Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.

Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.

Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.

Standard 12: Preparation to Teach English Learners

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.

Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.

Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.

Candidates learn how cognitive, pedagogical, and individual factors affect students' language acquisition.

Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.

Candidates acquire skills to collaborate with specialists and paraprofessionals.

Candidates learn and understand the importance of students' family and cultural backgrounds and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.

Intern Program Delivery Model:

In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD).

**Standard 13: Preparation to Teach Special Populations
(Students with Special Needs) in the General Education Classroom**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.

Intern Program Delivery Model:

In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.

Category D: Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students' needs, interests and accomplishments; and (c) the observed results of the strategies.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in

the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Integrated/Blended Program Delivery Model:

The field experience begins in the candidate's first year in the Integrated/Blended Program and provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools.

Intern Program Delivery Model:

The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

Standard 15: Qualifications of Individuals who Provide School Site Support

Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California.

Sponsors of programs provide ongoing professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide

professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.

Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools.

Intern Program Delivery Model:

Program sponsors and the participating district collaborate in the selection of individuals who provide school site support and the placement of interns in teaching positions. Program sponsors and employing school districts ensure sites/teaching assignment for intern placement that will enable candidates to meet the program requirements. Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate's progress toward meeting the TPEs.

Intern Program Delivery Model:

Each internship program includes a preservice component that provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record. The preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs and connects to the remaining preparation that is completed while the intern is serving as the teacher of record.

**Standard 17: Implementation of the Teaching Performance Assessment (TPA):
Program Administration Processes**

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.

The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video candidate, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.

**Standard 18: Implementation of the Teaching Performance Assessment:
Candidate Preparation and Support**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate's own unaided work.

The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any of the components of the TPA tasks/activities.

The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

**Standard 19: Implementation of the Teaching Performance:
Assessor Qualifications, Training, and Scoring Reliability**

The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.

The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, program-sponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.

The California Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical skills for Subject Matter Instruction

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

Teaching Reading-Language Arts in a Multiple Subject Assignment

Teaching Mathematics in a Multiple Subject Assignment

Teaching Science in a Multiple Subject Assignment

Teaching History-Social Science in a Multiple Subject Assignment

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

Teaching English-Language Arts in a Single Subject Assignment

Teaching Mathematics in a Single Subject Assignment

Teaching Science in a Single Subject Assignment

Teaching History-Social Science in a Single Subject Assignment

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

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

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

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

TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

F. Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

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

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

Teaching Reading-Language Arts in a Multiple Subject Assignment

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

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

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

Teaching Science in a Multiple Subject Assignment

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

Teaching History-Social Science in a Multiple Subject Assignment

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

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

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of

research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

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

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

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge

to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment

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

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

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

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

TPE 3: Interpretation and Use of Assessments

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

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

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

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

access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

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

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

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

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

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

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

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

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

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

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

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

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

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

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

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content.

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

In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

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

TPE 11: Social Environment

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

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

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

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

TPE 13: Professional Growth

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