

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

The document includes DRAFT Teaching Performance Expectations within the six California Standards for the Teaching Profession (CSTP), a compendium, and a glossary. Each TPE includes a narrative that provides the context and intent of the TPE, and a set of elements that identify key aspects of teacher performance. The compendium provides deeper reference material regarding developmentally appropriate practice, the teaching of English learners, and subject specific pedagogy for multiple and single subject teachers. The glossary defines terms mentioned in the standards, narratives and elements.

The draft TPEs will undergo a systematic validity study and be returned to the Commission in early 2016 for review and possible adoption.

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

Throughout this set of standards, reference is made to “all students” or “all P-12 students”. This phrase is intended as a widely inclusive term that references **all** students attending public schools.

Students may exhibit a wide range of characteristics, including disabilities or exceptionalities, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, students who are English learners, and students who are speakers of non-standard English. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in any of the CSTP.

### **CSTP 1: Engaging and Supporting All Students in Learning**

#### **Student Engagement**

Teachers use a variety of developmentally appropriate strategies and approaches to create and maintain a supportive learning environment that promotes a positive climate for learning and for the positive social-emotional development of all students. Teachers understand and value the socio-economic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, parents, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom.

Teachers use a variety of instructional principles and approaches such as Universal Design for Learning (UDL) and linguistic scaffolding to ensure the active and equitable participation of all students, and to promote engagement of all students, including students with disabilities, into general education environments using the principles of Multi-tiered System of Supports (MTSS) as appropriate. They ensure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and IEPs/IFSPS/ITPs/ 504 Plans, as applicable.

Teachers work with colleagues to support students’ engagement with instruction.

Teachers use available community resources, prior student experiences, and applied learning activities, including Arts integration, to make instruction individually and culturally relevant. Teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. Teachers encourage students to extend their critical and creative thinking by teaching them to respond to and frame meaningful questions.

**Language Acquisition and Development**

Teachers understand and apply theories, principles, and instructional practices for comprehensive language instruction of English Learners, Standard English learners, and students with disabilities. They know and understand the appropriate uses of various programs for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English Language Development to support all students' development of comprehensive literacy in Standard English. Teachers also explain and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

Teachers use a student's background and assessment of prior learning both in English and their home language to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students with low verbal abilities.

Teachers design and implement instruction based on the student's level of Standard English proficiency and academic achievement keeping in mind that the student's individual needs vary and may be multifaceted to include struggles with reading and writing, giftedness, first and second language literacy, or other factors as outlined in an IEP/IFSP/or 504 Plan. Additionally, teachers demonstrate an understanding of the difference between students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

**Engaging and Supporting All Students in Learning Elements**

Teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge, cultural, language, and socio-economic backgrounds to engage them in learning.
2. Maintain ongoing communication with students and parents regarding achievement expectations.
3. Connect subject matter to real-life contexts and provide hands-on experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design and a Multi-tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the (general education) classroom (and environment).
5. Promote students' critical and creative thinking and analysis through activities that provide

opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, structured English immersion, and determine communicative intent, particularly with students with low verbal abilities.<sup>1</sup>
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

## **CSTP 2: Creating and Maintaining Effective Environments for Student Learning**

### **Healthy Learning Environments**

Teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. In addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, social-emotional, and health needs. The basis of a healthy learning environment is an educator's in-depth understanding and response (or responsiveness) to each student.

Teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, such as restorative and conflict resolution practices, and implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate. Teachers are members of learning communities, they have opportunities to self-reflect, check their biases, and experience a variety of cultural and linguistic settings. Teachers support students' mental health, social-emotional, and health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. They encourage students to share and examine a variety of points of view during lessons.

Teachers design and maintain a fair and appropriate system of classroom management that incorporates student voice and family engagement. They regularly assess and adapt this system in response to students, families, and school contexts. Teachers align their classroom management plan with students' IEP/IFSP/ITP/504 Plans as applicable. Teachers demonstrate an understanding of the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning.

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<sup>1</sup> See the English Learner Section of the Compendium for reference.

### **Creating and Maintaining Effective Environments for Student Learning Elements**

Teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports such as restorative and conflict resolution practices, to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create physical/online learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn.
4. Know how to support students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning, with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student to student and student to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **CSTP 3: Understanding and Organizing Subject Matter for Student Learning**

#### **Content Specific Pedagogy and Making Content Accessible<sup>2</sup>**

Teachers demonstrate proficiency in planning, delivering, assessing and reflecting on content-specific instruction consistent with the California State Standards for all students in their subject area(s). Teachers are also proficient in explaining and applying pedagogical theories, principles, and practices for the development of literacy and academic language, comprehension, and knowledge in the subjects of the core curriculum for all students. Teachers use their in-depth subject matter knowledge and apply content specific pedagogical skills to design, implement and evaluate learning sequences. Teachers demonstrate proficiency in designing learning sequences that highlight connections, relationships and themes across subjects and disciplines to engage students in real-world applications to make learning relevant and meaningful.

Teachers provide multiple means for students to access content such as linguistic supports, technology, including Assistive Technology, elements of Universal Design for Learning, and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in IEPs/IFSPs/ITPs/504 Plans.

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<sup>2</sup> See Subject-Specific Pedagogical Skills in the Compendium for reference.

Teachers use other resources to make content accessible, such as consulting and collaborating with students, colleagues, and families. They integrate other content areas such as the Arts to maximize access to content.

### **Integrating Educational Technology**

Teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Teachers understand that established learning goals and students' assessed needs frame the choices of digital tools and instructional applications. Teachers design, evaluate, and implement technology-rich learning environments to customize and individualize learning opportunities and assessments for students. Teachers integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including Assistive Technology, to design learning experiences that engage and support students in learning the California State Standards, improving conceptual understanding, cultivating critical thinking, and promoting creative learning.

Teachers model knowledge, skills, and fluency in using digital tools. Teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Teachers model and promote digital citizenship and critical digital literacy, such as knowledge and application of copyright law, internet security, and acceptable use policies. Teachers promote equal access of all students to digital tools and ensure that students are secure in their digital participation.

### **Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy Elements**

Teachers:

1. Demonstrate knowledge of subject matter, including the adopted California state standards and curriculum frameworks.
2. Use knowledge about students (e.g. IEP, IFSP, ITP, and 540 plans) and learning goals to organize curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Use instructional strategies appropriate to the subject matter discipline, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.<sup>3</sup>
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and for providing options for students to demonstrate their knowledge in multiple ways.
5. During subject matter instruction, use and adapt resources, standards-aligned instructional materials, and a range of technology, including Assistive Technology, to facilitate students'

<sup>3</sup> See Subject-Specific Pedagogical Skills in the Compendium for reference.

equitable access to the curriculum.

6. Adapt subject matter curriculum, organization, and planning to support the academic language acquisition and subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and maintaining internet security.

#### **CSTP 4: Planning Instruction and Designing Learning Experiences for All Students**

Teachers demonstrate an understanding of how to effectively combine interrelated knowledge (i.e., content, content pedagogy, and student learning targets) to design appropriate instruction and assessment for all students.

Teachers access and apply knowledge of students' prior achievement and current instructional needs, knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of English learners, the knowledge of effective instructional techniques for students with disabilities in the general education classroom, and knowledge of formative and/or summative student assessment results relative to the K-12 academic content standards.

In planning for instruction consistent with California's K-12 content standards, Teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Teachers demonstrate an understanding of the principles of Universal Design and Multi-Tiered System of Supports and apply these principles in the content field(s) of their credential to plan instruction that meets individual student needs. Teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior, and the range of abilities of gifted and talented students. They use this knowledge in planning instruction to meet all students' needs. Teachers demonstrate alignment between instructional goals/student learning objectives including IEP/IFSP/ITP/504 Plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through instructional strategies.

Teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.



### **Planning Instruction and Designing Learning Experiences for All Students Elements**

Teachers:

1. Understand and apply knowledge of the range and characteristics of typical and atypical child development from infancy through adolescence to plan instruction for all students.<sup>4</sup>
2. Use assessment data and knowledge of students' individual learning needs, including academic readiness, language proficiency, cultural background, to establish and communicate learning goals to students and families and create long and short term instructional plans based on those goals.
3. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
  - instructional technology, including Assistive Technology;
  - principles of Universal Design, Multi-tiered System of Supports;
  - use of developmentally-appropriate activities and instructional materials;
  - knowledge of the range of students' abilities and disabilities
  - evidence based instruction for students with disabilities in the general education classroom
  - opportunities for students to support each other in learning;
  - understanding and appropriate implementation of service delivery models
  - use of culturally-sensitive and appropriate resources;
  - and use of community resources and services as applicable.
4. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans.)
5. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
6. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student, and among students, that encourage student participation in learning.
7. Using content pedagogy, subject matter, and educational technology knowledge, teach students how to use digital tools to learn, create new content, and demonstrate their learning.

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<sup>4</sup> See Developmentally Appropriate Practices in the Compendium for reference.

**CSTP 5: Assessing Student Learning**

Teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. As teachers learn about their students, they apply this information to make accommodations and/or modifications of assessment for English learners, students with identified learning needs, students with disabilities, and advanced learners. Teachers use multiple measures and modalities to make an informed judgment about what a student knows and is able to do.

Teachers demonstrate knowledge of student assessment design principles such as test construction, test question development, and scoring approaches, including rubric design. They understand that assessments should be both valid and reliable, and know how to mitigate potential bias in question development and in scoring. Teachers demonstrate knowledge of and administer a variety of assessments, including diagnostic, formative, and summative assessments. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They provide evidence that they understand that assessments are designed and used for a range of purposes.

Teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They implement fair grading practices and share assessment feedback about performance in a timely and clear way with students, families and other educators. Teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning.

**Assessing Student Learning Elements**

Teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (diagnostic, informal, formal, progress monitoring, formative, and summative) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students with English learning needs and students with language or other disabilities.
7. Interpret English learners assessment data to identify their level of academic proficiency in English as well as in their primary language, and use this information in planning instruction.
8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

### **CSTP 6: Developing as a Professional Educator**

Throughout their preparation program, teachers develop an understanding of their fundamental professional responsibilities as educators and as members of a well-established profession, and of their accountability to students, families, colleagues, and schools. Teachers take responsibility for all students' academic learning outcomes. Teachers exhibit and continuously develop positive dispositions of caring, support, acceptance, fairness, and high expectations toward all students, colleagues, and families. They also have positive dispositions toward ongoing learning and development, both personal and professional.

Teachers articulate and analyze their frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with students and their families.

In becoming professional educators, teachers become members of complex organizations. Therefore, teachers describe and have emergent experiences with the structures and contexts of public education, including state, district, and school governance, curriculum and standards development, testing and exam systems, and basic school finance.

As members of professional school communities, they have opportunities to develop their knowledge, skills, and leadership abilities. Teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Teachers participate as team members with colleagues, families, and agency representatives. Teachers understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession.

Teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant law and policies, including but are not limited to laws relating to professional misconduct and moral fitness; use of digital content and social media; acts of intolerance and harassment such as bullying, racism; laws pertaining to the education and rights of all learners including English learners and students with disabilities; regulations about mandated reporting; and laws that protect the privacy, health, and safety of students, families, and school professionals.

**Developing as a Professional Educator Elements**

Teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to initiate learning that can improve instruction and learning for students.
2. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
3. Understand how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
4. Understand how to involve and communicate effectively and appropriately with other adults, including peers, parents/guardians, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including the privacy, health and safety of students and families; conduct themselves with integrity; and model ethical conduct.
6. Understand and enact professional roles and responsibilities including as mandated reporters.
7. Recognize their own values and biases, the ways in which these values and biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students, including acts of intolerance and harassment such as bullying or racism.
8. Understand and uphold all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate use of digital content and social media.

## CSTP Compendium

### **Developmentally Appropriate Practices**

Teachers understand that humans develop along loosely predictable pathways, and they also understand that development within each pathway varies across and within age ranges, depends upon social, cultural, and other contexts, and that pathways and domains influence each other in complex ways. Teachers understand that students' learning and development are a result of the interaction between students' prior experiences, their genetic make-up, their maturational status, and the whole range of environmental and cultural experiences that they encounter.

Developmental cognitive neuroscience research posits that the brain is constantly reshaping itself in interaction with environmental experience. This suggests that a "learning disability" is more constructively understood as a disconnect between a student's cognitive profile and the socially determined demands of schooling, rather than as an individual "disability" of dysfunction of a particular brain function. Therefore, teachers approach classroom practice with the understanding that all students can learn, and that the social and academic ecology of their classroom has tremendous impact on their learning.

In order to ensure student learning and well-being in their classrooms, teachers consider the following as they design and implement classroom practice:

- 1) Students' growth and development occur within and across multiple, interrelated domains including the physical, cognitive, linguistic, social, psychological, and ethical domains.
- 2) Development resides in the interaction between context(s) and the individual.
- 3) Development displays patterns and trajectories as well as variability across time and within and across individuals.

### **Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, Multiple Subject teachers 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. Teachers 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. Teachers 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.

### **Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, teachers 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. Teachers 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. Teachers 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. Teachers understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Teachers recognize and respond appropriately to these cues.

### **Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, Single Subject teachers 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. Teachers 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.

### **Teaching English Learners**

Teachers 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, teachers 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.

Teachers 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.<sup>5</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Teachers 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.

### **Subject-Specific Pedagogical Skills**

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

#### **Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

1. Teaching [English-Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

### **1. Teaching English-Language Arts in a Multiple Subject Assignment**

Multiple Subject Credential teachers demonstrate the ability to design and deliver rich instruction in Reading, Writing, Speaking, Listening, and Language that ensures that all students develop English proficiency and meet or exceed the California Content Standards.

Teachers know the California Standards in English/Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and English Language Development, and how these sets of standards complement each other in outlining expected achievements while leaving room for teachers to determine how to promote those achievements. Teachers understand the key factors that impact ELD/ELA instruction: stages of cognitive development, native language literacy, long-term English learners, and programs and services for English learners. Teachers learn how to provide students with the tools and knowledge that research, professional judgment and

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<sup>5</sup> 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.

experience deem to be most helpful for meeting the Standards. Teachers adopt and use an integrated and interdisciplinary model of literacy, and they observe and participate in the school team that shares responsibility for students' literacy development.

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

Teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively. Teachers know how to select and use instructional materials that include a wide range of increasingly complex literary and informational texts appropriate for the grade level. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Teachers provide opportunities for students to develop oral communication and interpersonal skills. Teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.



Preparation programs ensure that Teachers study, observe and practice the five domains of the 2009 RICA Content Specifications in order to demonstrate their pedagogical knowledge and skills in these areas:

- Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment;
- Word Analysis
- Fluency
- Vocabulary, Academic Language, and Background Knowledge, and
- Comprehension

Multiple Subject teachers demonstrate the ability to design and deliver instruction that ensures all students meet or exceed the California Standards. They understand how to deliver a comprehensive program of rigorous instruction in Reading, Writing, Speaking and Listening, and Language within standards that establish a progression of increasing complexity. They understand the reciprocal nature of the standards and strategically plan and schedule instruction that ensures that all students meet or exceed the standards.

Teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach them effectively. Teachers know how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Teachers provide opportunities for students to develop oral communication and interpersonal skills. Teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students' proficiency after instruction.

## **2. Teaching Mathematics in a Multiple Subject Assignment**

Multiple Subject teachers demonstrate the ability to understand and teach the progression of

the state-adopted academic content standards for students in mathematics. They facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers provide a secure environment for taking intellectual risks and they model and encourage students to use multiple approaches to mathematical problems. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems. Teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, and 8) Look for and express regularity in repeated reasoning.

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

Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content and English Language Development standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. Teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy, because of their shared emphasis on text, argumentation, and use of evidence. Teachers use timelines and maps to give students a sense of temporal and spatial scale. Teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

#### **4. Teaching Science in a Multiple Subject Assignment**

Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Teachers emphasize the nature of science the integration of engineering design, and the connections between science, society, technology and the environment. Further, teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data, and literacy into science pedagogy. Teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

#### **5. Teaching Physical Education in a Multiple Subject Assignment**

Multiple Subject teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted content standards for physical education, and English Language Development standards. They balance the focus of instruction between motor skill development, and concepts, principles, strategies of physical education content. Teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as utilizing their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

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

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

## **6. Teaching Health Education in a Multiple Subject Assignment**

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

Teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

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

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

Multiple subject teachers are responsible for instruction in the four arts content areas, per Education Code. The four arts content areas, dance, music, theatre, and visual arts each have California Content Standards and exist as four content areas within the *CA Visual and Performing Arts Framework*. Students gain from sequential instruction in each art content area, which goes beyond the learning in the specific art discipline and the realization that learning in these content areas builds transferable college and career ready skills. Learning in an art supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration, communication, and in navigating and understanding the diversity of the world needed for success in college and career.

Teachers:

- understand and teach the foundational academic content of each arts discipline within the standards,
- facilitate the students' literacy development in the art form and in ELA,
- craft a progression of complexity,
- know the difference of discreet and interdisciplinary approaches and how to craft instruction in each within multiple subject settings,
- assess student learning in each art content areas to promote student learning,
- provide students with opportunity to see value of arts learning and skill development for their future schooling and careers,
- work in environments with single subject arts teachers (the elementary music or visual arts teacher) and/or community arts resources.

**Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

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

**1. Teaching English-Language Arts in a Single Subject Assignment**

English teachers demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts and English Language Development. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening, and language to ensure that students meet or exceed the standards. They understand how to make English-Language Arts comprehensible to students and the need for students to use all forms of language as tools for thinking, learning and communicating.

They understand how to teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Teachers teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas. Teachers understand how to teach vocabulary acquisition and use, standard English conventions, and functions of language in various contexts.

Teachers model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. They provide students the opportunity to integrate media and technology as integral tools in the classroom.

They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction.

## **2. Teaching Mathematics in a Single Subject Assignment**

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

Mathematics teachers demonstrate the ability to teach the state-adopted academic standards for students to meet or exceed the end of the year expectations for their grade or course in order to be college and career ready by the end of grade 12. Teachers enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. Teachers help students understand different mathematical topics and make connections among them. Teachers help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teachers provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, teachers use developmentally appropriate and diverse strategies to engage students in grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and quantitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, and 8) Look for and express regularity in repeated reasoning.

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

History-Social Science teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards in history-social science, and English Language Development standards. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for

students. Teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. These disciplines play a vital role in the development of student literacy, because of their shared emphasis on text, argumentation, and use of evidence. Teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. Teachers should also be able to use timelines and maps to reinforce students' sense of temporal and spatial scale. They teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Additionally, History-Social Science Single Subject teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Teachers ask questions and structure academic instruction to help students recognize bias and subjectivity in historical actors. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. Teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

#### **4. Teaching Science in a Single Subject Assignment**

Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in science, and English Language Development standards. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Teachers emphasize the nature of science the integration of engineering design, and the connections between science, society, technology and the environment. Further, teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data, and literacy into science pedagogy. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Teachers encourage students to pursue science

and engineering interests, especially students from groups underrepresented in science and engineering careers. When live animals are present in the classroom, teachers teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.

Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

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

## **5. Teaching Physical Education in a Single Subject Assignment**

Physical education teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for physical education, and English Language Development Standards.

They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity. Teachers build content rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.

Teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

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

Teachers support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. Teachers also teach students to write argumentative and expository text in the physical education, and they understand how to teach speaking and listening skills including



collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of physical education. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area.

Teachers design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, teachers create class environments that support students' cultural and ethnic backgrounds, ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content.

### **6. Teaching Art in a Single Subject Assignment**

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

Single Subject Visual Arts Teachers model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems of given to them and of their own making. They provide secure and safe environments that allow students to take risks and approach artistic, design or aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts. Visual Arts Single Subject Teachers build students' creative problem solving process and skills, innovative and critical thinking, communication, collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques. They establish, teach and monitor procedures for the evaluation of, safe care, use, and storage of art equipment and materials used during the creative process.

Teachers understand and are able to teach students about the historical, cultural and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California. Teacher teachers guide students as they make informed critical judgments, evaluations and responses about the quality, impact and success of artworks through perceiving, analyzing, and applying differing sets of criteria. Teachers also provide their students with the skills and knowledge to develop their own relevant criteria to evaluation a work of art, design or collection of works.

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

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of arts and design.

Teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills and lifelong learning.

## **7. Teaching Music in a Single Subject Assignment**

Single Subject Music Teachers demonstrate the ability to teach the state-adopted academic content and literacy for Technical Subject standards for students in Music and English Language Development standards. They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration and have facility in transposition.

Teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Teachers use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, contemporary and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

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

Teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain specific text, and graphic/media representations presented in diverse formats. Teachers also teach students to write

argumentative and expository texts in music through literal text and create musical compositions or select a collection of music to express views, positions, or facts.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries.

Teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and ensemble classes including portfolio, video recording, audio recording, adjudication forms and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to composing music.

### **8. Teaching World Language in a Single Subject Assignment**

World Language teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state adopted standards in World Languages, and English Language Development standards. First, and most important, they demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. In addition, teachers demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the three communicative modes (Interpretive Interpersonal and presentational and the enabling skills (Listening, Reading, Speaking and Writing) that support them, thus enabling teachers to support their students to demonstrate communicative ability in the target language and culture from level 1 to advanced. Teachers teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the target language.

Teachers demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural conventions and practical use of the target language. Teachers also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Teachers also demonstrate that they have the knowledge

of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

### **9. Teaching Agriculture in a Single Subject Assignment**

Single Subject Agriculture teachers demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture, and English Language Development standards. They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

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

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

### **10. Teaching Business in a Single Subject Assignment**

Single Subject business teachers demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business for student mastery, and English Language Development standards. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Teachers 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. Teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Teachers utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

### **11. Teaching Health Science in a Single Subject Assignment**

Health Science teachers demonstrate the ability to design and implement instruction that ensures all students meet or exceed state-adopted standards for health education, and English Language Development standards.

Single Subject Health Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in Health Science. Teachers 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. Teachers 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.

Teachers use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Teachers 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. Teachers teach students to

independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills including collaboration, conversation and presentation of knowledge and ideas that contribute to the learning of the content of health education. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

### **12. Teaching Home Economics in a Single Subject Assignment**

Single Subject Home Economics teachers demonstrate the ability to teach the state-adopted career and technology standards for students in home economics, and English Language Development standards. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, teachers work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

### **13. Teaching Industrial and Technology Education in a Single Subject Assignment**

Single Subject Industrial and Technology (ITE) teachers demonstrate the ability to teach the state-adopted content standards for students in Technology Education, traditional Industrial Arts, all forms of Computer Education, and English Language Development standards. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the

application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Teachers also teach students to write argumentative and expository text in the content area.

Teachers teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, Industrial and Technology Education Single Subject teachers prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Teachers will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

#### **14. Teaching English Language Development in a Single Subject Setting**

During interrelated activities in program coursework and fieldwork, teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English Language Development and English Language Arts aligned with both sets of state-adopted standards. They understand the background, history, and legal requirements for English learner education in California and the United States. They learn and practice ways to design and deliver direct, explicit and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Teachers are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts.

Teachers of English Language Development understand, plan, design, implement and assess instructional outcomes for all students including the full range of English learners. They learn and practice ways to:

- Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of US cultures, the culture of schooling and how to access school and community resources.

- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English Learner students.
- Connect and contextualize reading, writing, aural, and oral language development instruction.
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Improve students' ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.



## Glossary

CSTP Term	Definition
504 Plan	The "504" in "504 plan" refers to <a href="#">Section 504</a> of the Rehabilitation Act and the <a href="#">Americans with Disabilities Act</a> , which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. " <a href="#">Disability</a> " in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems.
Academic language	Academic language is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue.)
Accommodations	Accommodations can help students learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text.
Adverse childhood experience	Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian.
All P-12 students	Students attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin. All students includes English only students, English learners, and Standard English learners
Assistive technology	<b>Assistive technology</b> is an <a href="#">umbrella term</a> that includes assistive, adaptive, and rehabilitative devices for <a href="#">people with disabilities</a> and also includes the process used in selecting, locating, and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the <a href="#">technology</a> needed to accomplish such tasks.
California State Standards for all students	Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level and are adopted by the State Board of Education.
Certification	
Code of ethics	
Collaborative inquiry	
Copyright law	
Core curriculum	

CSTP Term	Definition
Co-teaching	
Creative thinking	
Criterion-referenced assessment	
Critical thinking	
Diagnostic assessment	
Digital literacy	
Digital society	
Disability	
Discipline	
English language development (ELD)	
English learner	
Equal access	
Extrinsic bias	
Formative assessment	The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. These are low stakes assessments for students and instructors.
Funds of Knowledge	
Home language	The language(s) spoken in the home of each student.
IEP	An Individualized Education Program (IEP) defines the individualized objectives of a child who has been found with a disability, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers (such as <a href="#">paraprofessional educators</a> ) understand the student's disability and how the disability affects the learning process.
IFSP	An Individual Family Service Plan (IFSP) is a plan for special services for young children with developmental delays. An IFSP only applies to children from birth to three years of age. Once a child turns 3 years old, an Individualized Education Program (IEP) is put into place.
Interconnected academic content	
Internet security	
Intrinsic bias	
ITP	A transition plan is the section of the Individual Education Plan (IEP) that outlines transition goals and services for the student. The Individual Transition

CSTP Term	Definition
	Plan (ITP) is the template for mapping out long-term adult outcomes from which annual goals and objectives are defined.
Large scale assessment	
Learning sequence	
Linguistic supports	
Mandated reporting	
Misconduct and moral fitness	
Modalities	
Modifications	Students who are far behind their peers may need changes, or modifications, to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are <i>not</i> expected to learn the same material as their classmates.
Multiple measures	
Multi-tiered System of Supports (MTSS)	In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI <sup>2</sup> processes, supports for Special Education, Title I, Title III, support services for English Learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.
Non-standard English learner	
Norm-referenced assessment	A norm-referenced test (NRT) is a type of <a href="#">test</a> , <a href="#">assessment</a> , or <a href="#">evaluation</a> which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. The estimate is derived from the analysis of test scores and possibly other relevant data from a <a href="#">sample</a> drawn from the population. That is, this type of test identifies whether the test taker performed better or worse than other test takers, not whether the test taker knows either more or less material than is necessary for a given purpose.
Pedagogy	
Peer assessment	
Positive behavior intervention	
Professional learning	

CSTP Term	Definition
Progress monitoring assessment	Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
Real-world application	
Reframe	
Reliability	
Restorative practices	Restorative practices is a social science that integrates developments from a variety of disciplines and fields — including <a href="#">education</a> , <a href="#">psychology</a> , <a href="#">social work</a> , <a href="#">criminology</a> , <a href="#">sociology</a> , <a href="#">organizational development</a> and <a href="#">leadership</a> — in order to build healthy communities, increase <a href="#">social capital</a> , decrease crime and antisocial behavior, repair harm and restore relationships.
Rubric	
Scaffolding	
School wide positive discipline policies	
Self-assessment	Self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement.
Social media	
Standard English learner	
Structured English Immersion	Structured English Immersion (SEI) is a technique for rapidly teaching English to English Language Learners. The term was coined by Keith Baker and Adriana de Kanter in a 1983 recommendation to schools to make use of Canada's successful French immersion programs.
Student voice	
Subject matter knowledge	
Summative assessment	The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
System of classroom management	
Technology tools	
Technology-rich	
Test bias	Educational tests are considered biased if a test design, or the way results are interpreted and used, systematically disadvantages certain groups of students over others, such as students of color, students from lower-income backgrounds, students who are not proficient in the English language, or students who are not fluent in certain cultural customs and traditions.

<b>CSTP Term</b>	<b>Definition</b>
Universal Design for Learning (UDL)	Universal Design for Learning is a set of principles for <a href="#">curriculum</a> development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
Validity	