Preliminary Multiple Subject and Single Subject Credential Program Standards and Teaching Performance Expectations

Commission on Teacher Credentialing

Program Standards Adopted December 2015
Updated to include Literacy Standard and TPEs July 2024

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Part 1

Link to the Program Preconditions

Preconditions are program requirements that are grounded in California Education Code, California Code of Regulations, or Commission policy. In addition to the Program Standards and Teaching Performance Expectations (TPEs), *programs must be aligned with the Preconditions at all times.* Programs can find links to current preliminary and intern program preconditions and evidence guidance documents for each set of preconditions on this CTC webpage.

Preliminary Multiple Subject and
Single Subject Credential Program Standards

Standard 1: Program Design and Curriculum
The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. The full set of TPEs can be found in this document after the Program Standards.

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences
The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements
Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide

robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors
(also may be known as the cooperating teacher, master teacher, or on-site mentor)
The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements
Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Implementation of a Teaching Performance Assessment
The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with

the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved

teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:
- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:
- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:
- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Program Standard 7: Effective Literacy Instruction for All Students (Effective July 1, 2024)

The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy[1,2] across all disciplines based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language*

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[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

Development (ELA/ELD) Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies,[3] the program supports the development of candidates' knowledge, skills, and abilities expressed in the *Teaching Performance Expectations* to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program also builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining[4]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for individuals who have not benefited from supplemental support

c) Instruction that is responsive to individual students' age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

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[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

d) Incorporation of the *California Dyslexia Guidelines*

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties or disabilities in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention.

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for student independence, motivation, and learning.

7a. Foundational Skills[5]

Multiple Subject or Single Subject English Credential Program
The program offers coursework and supervised field experiences that include evidence-based means of teaching foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit.

The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support

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[5] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[6] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skills development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to students who continue to experience difficulty and to collaborate with students' families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to strengthen the foundational skills instruction provided and initiate, when appropriate, referrals for additional assessment and intensive intervention.

Single Subject Credential Program (Subjects Other than English)
The program provides opportunities for credential candidates to learn to recognize and advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. Candidates also learn to identify students with potential reading and writing difficulties that may be affecting students' progress in the specific subject area. Candidates learn to collaborate with other teachers, specialists, and administrators from the school to determine and provide viable accommodations and initiate needed specialist referrals.

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[6] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and Teaching Performance Expectations specific to multilingual programs.

[7] See the California Department of Education/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

Multiple Subject Credential Program
The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding).

7b. Meaning Making
Coursework and supervised field experiences for the ***Multiple Subject or Single Subject*** credential program emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher-order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are culturally and linguistically relevant, inclusive, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development
Coursework and supervised field experiences for the ***Multiple Subject or Single Subject*** credential program emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.

7d. Effective Expression
Coursework and supervised field experiences for the **Multiple Subject or Single Subject** credential program address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts. Through the program, candidates learn to teach students to discuss, orally present, and write so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also

learn to provide explicit instruction in letter formation/printing and related language conventions, such as capitalization, punctuation, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual students' speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences for the **Multiple Subject or Single Subject** credential program address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to students' interests.

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. The program helps candidates build students' understand-ings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.[8] The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

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[8] See the *California Digital Learning Integration and Standards Guidance* for additional information.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for students. Candidates learn and practice how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to gain additional assessment[9] and instructional support for students. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.[10]

The *Multiple Subject or Single Subject English* credential program incorporates the *California Dyslexia Guidelines*[11] through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated

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[9] See the Preliminary Multiple Subject and Single Subject Credential *Teaching Performance Expectations*, Domain 5: Assessing Student Learning, for additional information.

[10] See the *California Practitioners' Guide for Educating English Learners with Disabilities* for additional information.

[11] See California Education Code 44259(b)(4).

ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[12] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

The **Multiple Subject** credential program prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice
The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[13] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

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[12] See California Code of Regulations, Title 5, Section 11300(a, c).

[13] See Preliminary Multiple Subject and Single Subject Credential Program Standards, Standard 2: Preparing Candidates Toward Mastery of the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

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

Introduction

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

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

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

The TPEs are organized by the seven CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:
- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator
- Effective Literacy Instruction for All Students (effective July 1, 2024)

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

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

TPE 1: Engaging and Supporting All Students in Learning

Elements
Beginning teachers:

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

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

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

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

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

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

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

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

Narrative

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

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

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

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

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

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

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements
Beginning teachers:

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

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

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

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

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

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

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

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

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements
Beginning teachers:

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

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

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[14]

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

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

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

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

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

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

Narrative

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

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

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

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

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

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

Elements

Beginning teachers:

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

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

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

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

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

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

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

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

Narrative

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

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

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

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

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

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

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

2. Collect and analyze assessment data from multiple measures and sources to plan and

modify instruction and document students' learning over time.

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

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

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

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

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

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

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

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

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English

learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: Developing as a Professional Educator

Elements
Beginning teachers:

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

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

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

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

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

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

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

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

employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

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

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

TPE 7: Effective Literacy Instruction for All Students (Effective July 1, 2024)

Elements
Beginning teachers:
7.1   Plan and implement evidence-based literacy[15,16] instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards[17] and the themes of the *California English Language Arts/English Language*

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[15] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[16] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

[17] Applicable literacy-related standards for Multiple Subject and Single Subject English candidates are the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards. Applicable literacy-related standards for other Single Subject candidates are the

Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,[18] inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[19]

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 **Foundational Skills.**[20] *Multiple Subject Candidates:* Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as

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California Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. Teachers at all grades share responsibility for developing students' literacy skills and integrating literacy instruction across all academic content areas.

[18] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

[19] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and Teaching Performance Expectations specific to multilingual programs.

[20] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

direct, systematic, and explicit and that includes practice in connected, decodable text. ***Multiple Subject and Single Subject English Candidates****:* Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. ***Multiple Subject and Single Subject Candidates****:* Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational

technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[21]

7.10 ***Multiple Subject and Single Subject English Candidates****:* Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[22] Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.[23] If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 ***Multiple Subject and Single Subject Candidates****:* Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Narrative

Literacy TPE 7 has been added to all preliminary educator credential program TPEs pursuant to the provisions of SB 488 (Chap. 678, Stats. 2021). The legislation provided specific detailed requirements as to the depth and breadth of the content to be included within the Literacy TPEs. However, it is important to note that while the Literacy Standard and TPEs are responsive to the direction of statute pursuant to SB 488, all of the TPEs align directly with the content of the applicable standards and frameworks for the credential, although they may not be as extensively explicated as TPE 7.

In order to ensure children develop and build on foundational literacy skills, is imperative that beginning teachers understand and are able to provide evidence-based literacy instruction that is grounded in Universal Design for Learning, California's Multi-Tiered Systems of Support, and California's Dyslexia Guidelines. Beginning teachers learn about and incorporate asset-based pedagogies, and culturally and linguistically affirming and sustaining practices that recognize and incorporate the diversity of children's languages, cultures, and community and promote

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[21] See *California Digital Learning Integration and Standards Guidance* for additional information.

[22] See *Teaching Performance Expectations*, Domain 5: Assessing Student Learning, for additional information.

[23] See *California Practitioners' Guide for Educating English Learners with Disabilities* for additional information.

children's literacy development in their home languages. Beginning teachers provide literacy instruction that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

Part 2
Subject-Specific Pedagogy

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

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

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

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

Subject-Specific Pedagogical Skills for <u>Multiple Subject Teaching Assignments</u>
1. Teaching English Language Arts in a Multiple Subject Assignment
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 (See TPE Domain 7, effective July 1, 2024)*

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

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

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

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

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple

perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

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

5. Teaching Physical Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and

demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

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

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

6. Teaching Health Education in a Multiple Subject Assignment

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

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

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

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

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area,

which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

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

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

1. *Teaching [English Language Arts](#) in a Single Subject Assignment (See TPE Domain 7, effective July 1, 2024)*

2. *Teaching Mathematics in a Single Subject Assignment*

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

Beginning teachers enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems. Beginning teachers help students understand different mathematical topics and make connections among them. Beginning teachers help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

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

Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

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

Beginning Single Subject History-Social Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. Beginning teachers also use 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. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area.

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

4. Teaching Science in a Single Subject Assignment

Beginning Single Subject Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in science and applicable English Language Development Standards. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data and literacy into science pedagogy. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers encourage students to pursue science and engineering interests, especially students from groups underrepresented in science and engineering careers. When live animals are present in the classroom, beginning teachers teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.

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

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

5. Teaching Physical Education in a Single Subject Assignment

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

They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity. Beginning teachers build content-rich instructional sequences that connect to prior

learning and establish pathways to future learning in physical education and other academic disciplines.

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

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

Beginning teachers support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. Beginning teachers also teach students to write argumentative and expository text in physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

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

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

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

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

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

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

Beginning teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning

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

7. *Teaching Music in a Single Subject Assignment*

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

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

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

Beginning teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.

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

Beginning teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning, and assessing music learning in general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics. They provide students the opportunity to use and evaluate

strengths and limitations of media and technology as an integral creative, expressive, and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

8. *Teaching World Languages in a Single Subject Assignment*

Beginning Single Subject World Languages teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards. They demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. In addition, beginning teachers demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced. Beginning teachers teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the target language.

Beginning teachers demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language. Beginning teachers also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Beginning teachers also demonstrate that they have the knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

9. *Teaching Agriculture in a Single Subject Assignment*

Beginning Single Subject Agriculture teachers demonstrate the ability to teach the state-adopted standards for agriculture and applicable English Language Development Standards. They understand how to deliver a four-year comprehensive program of systematic instruction

and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management (e.g., water, genetic engineering), and agricultural systems management. They use explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Beginning teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

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

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

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

10. Teaching Business in a Single Subject Assignment

Beginning Single Subject Business teachers demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business and applicable English Language Development Standards. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Beginning teachers enable students to solve real-world business problems that include methods of decision making based on legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including, but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Beginning teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development along with the ethical use of information technology in business situations.

Beginning teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international

economies. Beginning teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Beginning teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

11. Teaching Health Science in a Single Subject Assignment

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

Beginning teachers demonstrate the ability to teach the state-adopted academic content standards for students in health science. Beginning teachers demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors. Beginning teachers recognize and are sensitive to differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions.

Beginning teachers use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Beginning teachers demonstrate effective and culturally sensitive communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning

teachers also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

12. Teaching Home Economics in a Single Subject Assignment

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

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

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

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

They prepare students to understand and use the design process as a problem-solving model. They design and provide to students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

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

14. Teaching English Language Development in a Single Subject Setting

During interrelated activities in program coursework and fieldwork, beginning Single Subject teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD). They learn and practice ways to design and deliver direct, explicit, and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Beginning teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well-versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Beginning teachers are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers are knowledgeable in identifying the academic English language demands across the curriculum and in providing instruction for English learners to meaningfully engage in content area learning.

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

Beginning teachers of ELD understand, plan, design, implement, and assess instructional outcomes for the full range of English learners. They learn and practice ways to:

- Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners, as well as struggling readers and writers, advanced learners, students who use nondominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of U.S. cultures, the culture of schooling, and how to access school and community resources.
- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English learner students.
- Connect and contextualize reading, writing, aural, and oral language development instruction.
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Improve students' ability to critique texts and media for point of view, implicit and explicit bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

15. Teaching Theatre in a Single Subject Assignment

Creating: Beginning Single Subject Theatre teachers demonstrate the ability to teach the state-adopted student standards for theatre and applicable English Language Development Standards, and are literate in the artistic discipline of drama and theatre, including helping students understand the history, purposes, and roles of theatre in society. They understand and are able to teach both broad and in-depth conceptual knowledge of the processes and roles involved in drama and theatre production, including understanding how to envision/conceptualize and generate works of drama and theatre and how to organize, develop, refine, rehearse, and complete theatrical works. They enable students to understand the techniques, skills, and tools used in the creative process, as well as technical theatre skills and the collaborative nature of theatrical work.

Performing: Beginning Single Subject Theatre teachers apply broad and in-depth conceptual knowledge of theatrical performance to select, analyze, interpret, develop, and refine artistic work for student presentation and are able to convey meaning through the presentation of artistic work. They are able to explain to students the components of dramatic structure and technical theatre elements, the ways in which actors use a variety of exercises and techniques to create and refine character and create meaning, and the factors involved in presenting drama/theatre works to specific audiences, including both physical and visual aspects and impacts of performance.

Beginning teachers are able to implement student casting and other selection processes relating to drama and theatre design, development, and performance in an equitable manner and provide equitable opportunities for student involvement in artistic processes. Beginning teachers are able to help all students develop their own artistic ideas relating to creating and implementing theatre movements within performances.

Beginning teachers understand and implement appropriate ways of working with all students to guide them and assist them in performing body movements relating to acting, especially when such assistance requires demonstrating, guiding, or helping students understand how to correctly position the body relative to artistic performance and movements. Beginning teachers assist students with understanding appropriate actions and boundaries between students when students are participating in theatre activities that require interpersonal physical contact. Beginning teachers make appropriate accommodations for students with special needs and with disabilities to ensure equitable participation in theatre instruction, activities, and performance.

Beginning teachers are able to identify and apply criteria for the selection of drama, theatre or other performance works appropriate for the context, the students, and the community, and to adapt such materials as legally permissible and as appropriate for use in a school setting. Beginning teachers understand and teach students about copyright and intellectual property rights as these pertain to the selection and use of drama and theatre-related materials and works for both instructional and performance purposes.

Beginning teachers understand and implement appropriate organization of available classroom or other performance space for theatre instruction, and they assist students with understanding how to behave appropriately and safely in an open classroom space or other performance space organized for theatre instruction purposes. Beginning teachers are able to organize and supervise a variety of different theatre-related processes being practiced and/or carried out by students during an instructional period.

Responding: Beginning teachers understand and teacher students how to perceive and analyze artistic work, identify the aesthetics and effects of technical theatre elements, and interpret intent and meaning in individual works of drama/theatre. They recognize and can explain to students the importance of reflection in understanding the impact of drama processes and theatre experiences, the role of emotions in connecting with and responding to drama/theatre works, how interpretations of drama/theatre work are influenced by and connected to personal

experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate drama and theatre work. Beginning teachers demonstrate both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of drama/theatre. They understand and teach students western and non-western theatre traditions, the history and diversity of theatre, and the roles. forms, and uses of theatre in societies past and present.

Connecting: Beginning teachers understand and teach students how empathy and the interrelationships between self and others influence and inform drama/theatre works. They enable students to understand both broad and in-depth conceptual knowledge of ways in which theatre is connected to other art forms. They demonstrate knowledge of and teach students about the important role that research plays in theatre.

Beginning teachers help students understand the value of arts, and of participating in arts activities as actors, audience members, and arts advocates. They help students understand the types of potential careers available in theatre, theatre arts, and theatre production. Beginning teachers understand how analysis of and participation in a variety of forms of theatre contributes to the development of theatre literacy and ways that literacy in theatre can be integrated with learning and literacy in other arts and academic subjects.

16. Teaching Dance in a Single Subject Setting

Creating: Beginning Single Subject teachers of Dance demonstrate the ability to teach the state-adopted student standards for dance, are familiar with national student content standards for dance, and are literate in the artistic discipline of dance, including helping students understand the history, purposes, and roles of dance in society. They demonstrate and help students understand the principles, processes, skills, and content of dance creation, performance, evaluation, and interpretation through teaching both broad and in-depth conceptual knowledge of these processes to students. They demonstrate and help students gain the knowledge and skills to embody dance and they engage students in the expressive elements of dance.

Beginning teachers help students develop a variety of dance movement techniques and technical skills, and to demonstrate aesthetic awareness, critical analytical skills, and proficiency in the creative solution of dance problems. They demonstrate and help students develop the ability to generate and conceptualize artistic ideas, organize artistic work, and reflect on and refine artistic expression. They help students understand various perspectives related to the creation and performance of dance globally, including the historical development, cultural functions, purposes and uses of the art form, and they help students develop the ability to synthesize and relate that knowledge in the creation and performance of artistic and culturally expressive movement. Beginning teachers understand and teach students about copyright laws and intellectual property rights relating to dance sequences created by others as well as to the selection and use of music used to support dance creation, instruction and performance.

Performing: Beginning teachers help students develop their own artistic ideas relating to creating and implementing dance movements and dances. Beginning teachers are also

knowledgeable about and help students understand the mind-body connection and the anatomical and physiological processes through which the body becomes an instrument for artistry and expression.

Beginning teachers understand and implement appropriate ways of working with students to guide them and assist them in performing body movements relating to dance, especially when such assistance requires illustrating, guiding, or demonstrating correct positioning of the body relative to dance movements. Beginning teachers help students understand appropriate actions and boundaries between students when students are participating in dance activities that require interpersonal physical contact. Beginning teachers make appropriate accommodations for students with special needs and with disabilities to ensure equitable participation in dance instruction, activities, and performance.

Beginning teachers help students understand how to work with space, time, and energy to communicate artistic intent and expression through dance.

Beginning teachers understand and implement appropriate organization of available classroom or other space for dance instruction with students, and they help students understand how to behave appropriately and safely in an open classroom or other space organized for dance instruction purposes.

Responding: Beginning teachers help students understand how to perceive and analyze artistic dance and learn how to recognize and interpret intent and meaning in individual dance performances. They help students understand the importance of reflection in identifying the impact of dance experiences, the role of emotions in connecting with and responding to dance, how interpretations of dance works are influenced by and connected to personal experiences, cultural contexts, and aesthetics; and how criteria are applied to evaluate dance. Beginning teachers teach both broad and in-depth conceptual knowledge of the societal, cultural, and historical contexts of dance. They help students acquire knowledge of western and non-western dance traditions, of the history and diversity of dance, and of the roles, forms, and uses of dance in societies past and present.

Connecting: Beginning teachers help students understand the value of arts, and of participating in arts activities as participants, audience members, and advocates for the arts. They help students understand how analysis of and participation in a variety of forms of dance contributes to the development of dance literacy and they demonstrate with students the ways that literacy in dance can be integrated with learning and literacy in other arts and academic subjects. They enable students to reflect on, critique, and analyze dance performance and to understand the connections of dance to personal and cultural experience. They help students understand the types of potential careers available in dance.