



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

Commission on Teacher Credentialing

Published February 2020

This publication by the Commission on Teacher Credentialing is not copyright. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

[Commission on Teacher Credentialing Program Standards](#)

Preliminary Multiple and Single Subject Preconditions adopted March 1995:

Precondition 1 updated December 2013

Precondition 6 updated February 2017

Precondition 7 updated March 2009

Preliminary Multiple and Single Subject Intern Preconditions adopted March 2009

Program Standards adopted December 2015

Teaching Performance Expectations (TPEs) adopted June 2016

Literacy TPEs adopted November 2019

Table of Contents

Preliminary Multiple Subject and Single Subject Credential Preconditions	1
Preliminary Multiple Subject and Single Subject Credential Intern Preconditions	4
Preliminary Multiple Subject and Single Subject Credential Program Standards	7
Standard 1: Program Design and Curriculum	7
Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	7
Standard 3: Clinical Practice	7
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	9
Standard 5: Implementation of a Teaching Performance Assessment	9
Standard 6: Induction Individual Development Plan	12
Teaching Performance Expectations (TPEs)	13
Introduction	13
TPE 1: Engaging and Supporting All Students in Learning	15
TPE 2: Creating and Maintaining Effective Environments for Student Learning	17
TPE 3: Understanding and Organizing Subject Matter for Student Learning	18
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	20
TPE 5: Assessing Student Learning	22
TPE 6: Developing as a Professional Educator	23
Part 2: Subject-Specific Pedagogy	25
Introduction	25
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	25
Literacy Practices in Relation to Subject-Specific Pedagogy	25
English Language Development in Relation to Subject-Specific Pedagogy	26
Subject-Specific Pedagogical Skills	26
Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments	26
Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments	35

Preliminary Multiple Subject and Single Subject Credential Preconditions

- (1) Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. [Reference: Education Code Section 44259 \(a\) and \(b\) \(3\).](#)

Clarification of Program Precondition 1

Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

- (2) Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. [Reference: Education Code Section 44320 \(a\).](#)

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

- (3) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Section 44259 \(b\) and 44259.5.](#)

- (4) Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. [Reference: Education Code Section 44320 \(a\).](#)

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227 \(a\).](#)

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. [Reference: Education Code Sections 44259 \(b\) \(5\).](#)

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal

requirements for the credential, including but not limited to: [Reference: Education Code Sections 44259 \(b\) and 44283 \(b\) \(8\)](#).

- For Multiple Subject candidates - Possession of a baccalaureate or higher degree from a regionally accredited institution
- For Single Subject candidates - Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Preliminary Multiple Subject and Single Subject Credential Intern Preconditions

- (1) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

- (2) Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code Section 44325(c) (3).

- (3) Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

- (4) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

- (5) Supervision of Interns.**

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code Section 44468).

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

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 Standard 6.

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 option, and 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.

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

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

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations 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.¹
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.

¹ 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.

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.

Literacy Practices in Relation to Subject-Specific Pedagogy

All multiple and single subject and education specialist beginning teachers understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the *ELA/ELD Framework*. They plan and implement lessons that support students' *meaning making* and subject-specific *language development* as students read, write, and converse in each content area. They support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' *content knowledge* ([Framework, Chapters 2, 6 and 7](#)). They plan and implement lessons that address the *foundational skills* of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers

understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction.

All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, *graphica*², graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum.

Further information about the five themes of literacy development is available in the Part 2: Teaching English Language Arts in a Multiple Subject Assignment and Teaching English Language Arts in a Single Subject Assignment sections below.

English Language Development in Relation to Subject-Specific Pedagogy

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

Subject-Specific Pedagogical Skills

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content 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 Multiple Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment

² *Graphica* refers to graphic novels, books, branding, logos, emojis, and other materials that use images to convey meaning

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

Beginning multiple subject/Education Specialist teachers apply their knowledge of the California Standards in English Language Arts/English Language (ELA/ELD) Development to frame their planning, instruction, and student assessment in the area of literacy. They demonstrate the ability to design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards. Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning multiple subject/Education Specialist teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

They apply the five key themes of literacy instruction as described below:

Meaning Making:

Beginning multiple subject/Education Specialist teachers understand that *meaning making* is the central purpose of reading, writing, spoken/signed language, and all forms of communication in all subjects. They effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences.

They teach literal and inferential comprehension of text as well as critical reading. They identify challenges posed by complex texts and support students' ability to navigate increasingly complex text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos). They help students learn to read strategically, analytically, critically³, and with a critical lens, and write and converse meaningfully about content across the curriculum, and monitor their understanding.

They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking. They help students develop increasingly sophisticated oral and written interpretations of texts and presentations, including identifying and citing specific evidence, expressing an opinion, explaining their reasoning and defending a point of view, and developing and supporting an argument, as appropriate to the grade level, student knowledge and skill level, and content area.

Language Development:

Beginning multiple subject/Education Specialist teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills on an increasingly complex level as students move through the elementary grades. They help students understand the importance of well-developed vocabulary in their literacy development and knowledge acquisition, and they demonstrate effective teaching of vocabulary both directly through word study (including examination of morphology and etymology where and as appropriate) and indirectly through the use of wide reading of appropriate high quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context. Beginning teachers learn how to facilitate students' learning of complex sentence and text structures. They plan for and encourage students' use of academic language across the content areas. Beginning teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices.

Beginning multiple subject/Education Specialist teachers understand and can explain the advantages of multilingualism and multiliteracy, and how becoming increasingly literate in one language supports and enhances literacy in another language. They also understand the importance of transfer between languages, and for students who speak one or more languages than English, they are able to support their students in transferring skills across these multiple languages.

³ Reading *strategically, analytically, and critically* refers to the skills of adjusting reading based on purpose, using reading strategies to understand, think about, analyze, and critique increasingly complex texts, as well as to question an author's intent, purpose, and bias

Effective Expression:

Beginning multiple subject/Education Specialist teachers support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication within each content area. They teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments as appropriate to students' grade and developmental levels.

They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They ensure that students can apply knowledge of conventions (e.g., grammar, punctuation, capitalization, and spelling) as appropriate for the grade level and context. They use appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).

Beginning multiple subject/Education Specialist teachers demonstrate an understanding of the value of the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment (translanguaging⁴ techniques) as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge:

Beginning multiple subject/Education Specialist teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication into every subject area.

They provide opportunities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. They use strategies for capitalizing on and extending students' background knowledge and language relevant to a particular text and/or discipline. Beginning teachers promote students' engagement in research, inquiry and project-based learning where and as appropriate to expand students'

⁴ **Translanguaging techniques:** the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment. Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

knowledge and pique their interest in the content. They provide access to the content curriculum through appropriate integrated and designated language development practices and strategies for English learners. They help students understand the strengths and limitations of media and multiple information sources within the content discipline(s) and to evaluate the credibility of information obtained through these sources.

Foundational Skills:

Beginning multiple subject/Education Specialist teachers demonstrate understanding of the crucial role of the foundational literacy skills of reading, and they are able to assess, plan for, explicitly teach, and support students' development of print concepts, phonological and phonemic awareness, phonics, word recognition, and fluency. They demonstrate instruction that ensures the application of these skills in learning to read and communicate their ideas, opinions, and knowledge in writing in a variety of contexts and learning experiences. Beginning teachers promote students' understanding of the alphabetic principle, ability to read single-syllable and multisyllabic words, and acquisition of accurate and rapid word recognition (including teaching sight words). Beginning teachers demonstrate understanding of how to use the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They recognize in their planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge.

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 Single Subject Teaching Assignments

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

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

Beginning Single Subject English Language Arts (ELA) teachers understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students. Beginning single subject ELA teachers study, observe, and practice the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills. They integrate and apply the five key themes of literacy instruction, consistent with the grade levels, developmental levels, literacy learning needs, and prior knowledge and experiences of their students, to advance students' English Language Arts/English Language Development as described below. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.

They understand principles of language acquisition and learning (including first, dual, and multiple languages as well as Standard English), consistent with the principles of the *ELA/ELD Framework*. They demonstrate how to make English Language Arts comprehensible to students at various English language proficiency levels and they model and encourage the use of all forms of language as tools for thinking, learning, and communicating, including academic discourse and structured conversations across disciplines.

Beginning single subject ELA teachers know how to determine or assess the skill level of students through the use of meaningful indicators of literacy proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform and adjust instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning single subject ELA teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

Meaning Making:

Beginning single subject ELA teachers help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects. Beginning teachers effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum.

Beginning single subject ELA teachers teach literal and inferential comprehension of text as well as reading with a critical lens. They teach students to recognize and use text features and structures to facilitate and communicate meaning, and they teach them to cite specific evidence when offering an oral or written analysis of a text or presentation and supporting an argument with claims. Beginning single subject ELA teachers identify challenges posed by complex texts and support students' ability to navigate text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos), to read strategically, analytically, critically, and with a critical lens, and to monitor their understanding as they become increasingly independent in reading texts inside and outside of class. They employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

Language Development:

Beginning single subject ELA teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills. They understand the importance of well-developed vocabulary as well as its role in literacy development and knowledge acquisition, and they understand how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature and other text, rich oral language interactions, and context. Beginning teachers learn how to facilitate students' deeper understandings of syntax (i.e., the way that words are combined into phrases and sentences and the way that sentences

are structured and ordered to convey particular meanings) and the structure of complex texts. They plan for and foster students' use of general academic and subject-specific language across the content areas. Beginning single subject ELA teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), and culturally and linguistically sustaining instructional practices. Beginning teachers understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

Effective Expression:

Beginning single subject ELA teachers teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments. They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions). They support students in learning to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness, for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling. Beginning single subject ELA teachers demonstrate an understanding of the value of translanguaging⁵ techniques as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge:

Beginning single subject ELA teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of literary and informational texts. They demonstrate the ability to pair literary and informational texts and integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication across text genres. They use strategies for capitalizing and extending students' background knowledge and language relevant to a particular text genre. Beginning single subject ELA teachers promote students' engagement in research, inquiry, and project-based learning and help students develop

⁵ **Translanguaging techniques:** the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment. Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

research questions, locate information from multiple sources, and evaluate its credibility. Beginning teachers plan opportunities for students to read independently across genres in ways that build on and expands students' interests and fosters engagement. Beginning single subject ELA teachers model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications). ([Framework](#), Chapter 10)

Foundational Skills:

Beginning single subject ELA teachers demonstrate understanding of the crucial role of the foundational skills of reading in reading and writing development. They promote students' ability to read multisyllabic words and guide students in applying the foundational skills in a variety of reading and writing learning experiences. Beginning single subject ELA teachers apply their knowledge of the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They support students in being metacognitive about their own problem-solving strategies while reading. Beginning teachers are able to identify students who need additional support with foundational skills and make appropriate referrals for assistance while supporting their continued practice and development within their grade-level English language arts classroom.

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 time lines 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 teach 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.