

TEACHING PERFORMANCE EXPECTATIONS for Teacher Candidates

Note: The proficiency indicators below are abridged elements of each TPE.

The complete TPE descriptions 1 to 7 are found here:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelim-ms_ss-handbook-2024-with-literacy.pdf

TPE 1: Engaging and Supporting All Students in Learning

- 1.1. Apply knowledge of students' funds of knowledge, cultural, language, and socioeconomic backgrounds to engage them in learning.
- 1.2. Maintain ongoing communication with students and families, including the use of technology to communicate expectations and student progress.
- 1.3. Connect subject matter to real-life contexts and provide active learning experiences.
- 1.4. Use a variety of developmentally appropriate instructional strategies and resources, including UDL and MTSS.
- 1.5. Promote students' critical and creative thinking.
- 1.6. Provide a supportive learning environment for students' first and/or second language acquisition using instruction focused on ELD.
- 1.7. Provide opportunities for students to access content by incorporating visual and performing arts, as appropriate.
- 1.8. Monitor student learning and adjust instruction while teaching.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- 2.1. Support students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices.
- 2.2. Create learning environments that reflect diversity and multiple perspectives and are culturally responsive.
- 2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe.
- 2.4. Know how to access resources to support students who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile.
- 2.5. Maintain high expectations for learning with appropriate support for full range of students.
- 2.6. Communicate and act on expectations for positive classroom behavior, including for student to student and student to teacher interactions.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- 3.1. Demonstrate knowledge of subject matter, including CA State Standards and Frameworks.
- 3.2. Use knowledge about students and learning goals to organize curriculum to facilitate student understanding; make accommodations and modifications to promote student access to curriculum.
- 3.3. **Plan, design, implement, and monitor instruction consistent with subject matter pedagogy (see subject-specific pedagogical skills on TPE description pp. 35-50);** design and implement disciplinary and cross-disciplinary learning sequences.
- 3.4. In consultation with other school educators, plan for effective subject matter instruction and use multiple means of engaging students to demonstrate their knowledge.
- 3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities.
- 3.6. Use and adapt resources, instructional materials, and technology to provide equitable access to the curriculum.
- 3.7. Use technology to engage students and support their learning; promote digital citizenship.

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

- 4.1. Locate and apply information about students' academic status, content learning needs, assessment data, language proficiency, and cultural background for instructional planning.
- 4.2. Understand and apply knowledge of a range of typical and atypical child development, from birth to adolescent to inform lesson planning.
- 4.3. Design and implement instruction and assessment that reflects the interconnectedness of content areas and student skills development in literacy, mathematics, science, and other disciplines when applicable.
- 4.4. Provide access to the curriculum by removing barriers and using strategies that include: instructional and assistive technology, UDL and MTSS, culturally appropriate learning activities, appropriate modifications, peer support, and community resources.
- 4.5. Promote student success by providing opportunities for students to advocate for their learning needs.
- 4.6. Access resources for planning and instruction that include expertise of the community and school colleagues.
- 4.7. Plan instruction that promotes a range of communication strategies between teacher and students.
- 4.8. Use digital tools and learning technologies to create new content and enrich lessons.

□ TPE 5: Assessing Student Learning

- 5.1. Apply knowledge of the purposes and use of different types of assessments: design and administer assessments including use of rubrics.
- 5.2. Collect and analyze assessment data from multiple measures and sources; use to plan and modify instruction.
- 5.3. Involve all students in self-assessment and reflection on learning goals and progress; provide opportunities for students to revise work based on feedback.
- 5.4. Use technology to support assessment administration, data analysis, and communication of student learning outcomes.
- 5.5. Use assessment information to assist students and families in understanding student progress.
- 5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language disabilities.
- 5.7. Interpret English learners' assessment data to identify levels of proficiency in English and in primary language.
- 5.8. Use assessment data (IEP, IFSP, ITP, 504 plans) to establish learning goals and to plan accommodations and modifications.

□ TPE 6: Developing as a Professional Educator

- 6.1. Reflect on teaching practices and level of subject matter and pedagogical knowledge to plan and implement instruction.
- 6.2. Recognize own values and biases and the ways these may positively and negatively affect teaching and learning; work to mitigate negative impacts.
- 6.3. Establish professional learning goals and make progress by engaging in communications with colleagues.
- 6.4. Demonstrate how to involve other adults to communicate effectively with peers, families and other community members to better learn how to support student engagement.
- 6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including for learning outcomes and the privacy, health, and safety of students and families.
- 6.6. Understand professional roles and responsibilities as a mandated reporter and comply with all laws concerning professional responsibilities (including use of social media).

□ TPE 7: Effective Literacy Instruction for All Students

- 7.1. Plan and implement evidence-based literacy instruction grounded in an understanding of literacy-related standards and themes of the *California English Language Arts/English Language Development Framework*.
- 7.2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning, CA Multi-Tiered System of Support and the CA Dyslexia Guidelines.
- 7.3. Incorporate resource-based pedagogies and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities.
- 7.4. Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- 7.5. Develop students' foundational skills, including decoding and encoding, text reading fluency and rate. (ONLY ENGLISH CANDIDATES).
- 7.6. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking within the discipline.
- 7.7. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write. Conduct instruction that leverages students' linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- 7.8. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.
- 7.9. Promote students' content knowledge by engaging them in literacy instruction that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on exploration, and independent reading.
- 7.10. Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.
- 7.11. Provide instruction for designated English learner students based on an understanding of comprehensive ELD, including integrated and designated ELD that is part of Tier 1 instruction. Provide ELD instruction that builds on students' cultural and linguistic resources.