

Teaching Performance Expectations (CCTC)

Candidates in the Single Subject Credential Program, through course work and field experiences, will be able to demonstrate the following:

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in a single subject assignment

TPE 2: Monitoring Student Learning During Instruction

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

TPE 3: Interpretation and Use of Assessments

- understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction
- understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.
- use multiple measures to assess student knowledge, skills, and behaviors
- know about and can appropriately use informal classroom assessments and analyze student work
- understand format and administration of standardized testing
- accurately interpret assessment data to identify level of proficiency of ELL
- explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived

TPE 4: Making Content Accessible

- incorporate specific and varied strategies, teaching/instructional activities, procedures, materials, and experiences that address state-adopted academic content standards for students
- prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.
- explain content clearly and reinforce content in multiple ways
- provide opportunities and adequate time for students to practice and apply what they have learned
- distinguish between conversational and academic language, develop student skills in using and understanding academic language, and teach students strategies to read and comprehend a variety of information sources in the subject(s) taught
- encourage student creativity and imagination
- motivate students and encourage student effort
- foster access and comprehension for all learners
- adjust lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

- clearly communicate instructional objectives to students
- ensure the active and equitable participation of all students and monitor student progress toward academic goals.
- candidates examine off-task behavior and use strategies to re-engage students
- encourage students to share and examine points of view during lessons
- use community resources, student experiences, and applied learning activities to make instruction relevant
- ask stimulating questions, help students frame meaningful questions, and challenge student ideas.

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

- build on students' command of basic skills and understandings
- design learning activities to extend students' concrete thinking, foster abstract reasoning and problem-solving skills, and help students develop learning strategies to cope with increasingly challenging academic curriculum
- help students develop personal skills like time management, group work, peer relationships, appropriate classroom behavior, and responsibility to maximize learning

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

- establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills
- communicate course goals, requirements, and grading criteria to students and families
- help students to understand connections between the curriculum and life beyond high school, and the consequences of academic choices in terms of future career, school and life options
- promote behaviors important for work such as taking responsibility, being on time, and completing assignments
- understand and show sensitivity toward characteristics of adolescence.

TPE 7: Teaching English Learners

- know and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners and English Language Development leading to comprehensive literacy in English
- familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- implement an instructional program that facilitates English language development
- draw upon information about students' backgrounds and prior learning to provide instruction differentiated to students' language abilities
- understand how and when to collaborate with specialists and para-educators to support English language development
- select instructional materials and strategies to develop students' abilities to comprehend and produce English and extend students' current level of development
- know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subject area
- use systematic, explicit instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners
- allow students to express meaning in a variety of ways
- apply understanding of cognitive, pedagogical, and individual factors that affect students' language acquisition when planning lessons for English language development and for academic content

TPE 8: Learning about Students

- use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students
- understand how multiple factors, including family/parental support, gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn
- identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted

TPE 9: Instructional Planning

- plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students
- establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement
- use explicit, appropriate, and effective teaching methods to help students meet or exceed grade level expectations
- sequence instruction so the content to be taught connects to preceding and subsequent content.
- select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals/needs
- plan lessons that connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs
- plan differentiated instruction
- use available aides and volunteers, when appropriate, to help students reach instructional goals

TPE 10: Instructional Time

- allocate and adjust instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- establish procedures to maximize instructional time

TPE 11: Social Environment

- develop and maintain clear expectations for academic and social behavior that create a positive climate for learning
- establish rapport with students and their families to support academic and personal success
- respond appropriately to sensitive issues and classroom discussions

TPE 12: Professional, Legal, and Ethical Obligations

- recognize ways in which personal values and biases affect the teaching and learning of students.
- intolerant of all forms of harassment, discrimination, and exploitation
- understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms
- can identify suspected cases of child abuse, neglect, violent behavior, and harassment and implement school and district guidelines for reporting such cases
- understand legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- act in accordance with professional ethical considerations

TPE 13: Professional Growth

- reflect on and evaluate their own teaching practices and subject matter knowledge
- seek to improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- use reflection/feedback to formulate/prioritize goals for increasing their subject matter knowledge/teaching effectiveness.