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California Teaching Performance Expectations (TPE) Codes I (introduced), P (practiced), A (assessed).	EDTE 25: Intro to Democratic Perspectives	Access t and Equity		EDTE 523 A Curric of Theory and Practice: Math	Theory and	Theory The and and Practice: Pra	DTE EDI 4B 525 irric Teac eory g d Prac actice: m I	s of ticu Teachir	EDTE 529 esi Teachin g n Practicu	EDTE EI 530 S. Fundam Li entals of D Teachin m g Practice	DTE EE 32 53 iteracy Su evelop An ent Pe y I	DTE EDT 33 534 abject Teace tea g dagog Spec Popi ons	m I	EDTE 536 Subject Areas Pedagog y II	EDTE 537 Applicat ions for Democra tic Educatio n	n II hin Sup ve Lea Env mer	TE EDTE 577 ablis Studer Teachi g a g a Biling ming l and/o iron Gen Ed tt in ngua	ce in ua Bilinga or l and/o	Psychol o	EDTE EI 585 58 Field St Experien gi ce in gi Content Cc Specific Sp and ELD an	eachin g in Er content Le pecific I a	EDTE EDT 660A/B Teac feachin Reac English Arts earners Prog and II	(MS Lear ram) Lite and Acad	clish grees: Lea racy : Lite and ess Aca	mers on in Biling eracy l and/o	l and/or gua Gen Ed or		Languag E e n Acquisit El ion ar	CSV HCS 50 451 Health Heal ducatio Educ for n for lement Secc y ry eachers Teac	ratio Teachin	4 SPED 343 1 Overview of Special Education	SPED 501 Seminar for Field Experienc e	Assessme nt and Evaluatio n in General and Special Education	SPED 525 Teac hing Practicum I	SPED 529 Teac hing Practicum II	SPED 560 General and Special Education Methods for Teaching Mathemat ics	Methods for Teaching Science/S ocial Science/A rts: General and Special Education	2 SPED 564 Managem ent of learning environm ents	SPED 569 Field Experienc e, General and Special Education	SPED 580 Intro to Autism Spectrum Disorders	m & Instructio	SPED 639 Advanced Curriculum & Instruction Mod/Severe	lechnolo	SPED 672 Curriculum and Instruction - Mild/Mode rate Disabilities	SPED 680 Advanced Methods - and Curriculu m for Students with Autism Spectrum Disorders		SPED 692 Classroo m Managem ent for Individua Is with Exception al Needs
1 Engaging and Supporting All Students in Learning Reginning teachers:																																											\perp		<u> </u>	oxdot	
Engaging and Supporting All Students in Learning. Beginning teachers: Apply knowledge of students, including their prior experiences, interests, and	Т	P	I	P	P,A	P P,	A P,A	P, A	P,A	P I,	P,A P	Т	P, A	P	P	P, A P A	P A	P A	I I	P A P	A II	PA P, A	P A	. P A	A PA	P A	I P	II	I	Т	I		P,A	P,A	P,A	P,A	P,A	I,P,A	I	Ι			1 1	I,P,A			P
social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. 1.2 Maintain ongoing communication with students and families, including the			-			I	P.A		P.A								P A	P	LP I	P P	A I	I P	I P	A IP	A P	P	I				I		P.A	P.A	P. A	I	P.A	I.P.A	I		I, P, A		LP	P	I, P, A	\sqcup	A
use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress									,										ĺ															,	,						, ,			ļ 1			1
1.3 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.		A	I,P	P	P,A	P,A I,P	P,A P,A	,	P,A	P I,	P,A P			P A	P A	I P	A PA	P	I I	P P	A II	P A	I P	A I P	A IPA	. P A	I	A	I		I			P,A	P,A	P,A	P,A	I	I	A	I, P, A			I,P,A	I, P, A		A
1.4 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.					P,A	P I,P,	P,A P,A		P,A	P, A	I	I,P	Р, А	P A		P, A P A		I	I							I		I			I		I	P,A	P,A	P,A	P,A	I,P,A	I	I	I, P, A	P, A	I,P,A	I,P,A	I, P, A		A
1.5 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.		P, A	I,P	P	P,A	P,A I,P	P,A P,A	,	P,A	P, A I	I			I P A	P A	I P	A PA	I P A	I, P	I P A P	A II	PA P, A	P A	. P A	A PA	P A	I P	IF	PA		I,P		P,A	P,A	P,A	P,A	P,A	I	I				P	Р		P,A	A
1.6 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.					P,A	P P	P,A		P,A	P, A I,	P,A P	I	P. A	P A	P	P, A P A	P A	I	1	I P	A P	P A P	P A	. P A	A P	P A	I P A				I			P,A	P,A	Ī	P,A		I					I,P,A			I
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. 1.8 Monitor student learning and adjust instruction while teaching so that		P	I		P	I I,P P I,P	P,A P,A	P, A	P,A P,A	I I,	P I	I,P	P, A	P	A	P, A	P A	P A	I I	PA P	A P	P A	P P A	P	P A PA	I P A	I I	P			I		P,A	P P, A	P P,A	I P,A	I,P,A P,A	I I,P	I I	P			I	I I.P,A	I, P, A		A
students continue to be actively engaged in learning. 2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:		<u> </u>								<u> </u>			1																																<u> </u>	oxdot	\Box
2.1 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.		P				P	P,A	Р, А	P,A	P		I	Р, А		P	P, A I P	P A	I P	1	I P P	A II	P A	I P	A I P	A P		I	IF	I		I			P,A	P,A	P,A	P,A	I,P,A	I	I				P	I, P, A	P,A	A
2.2 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. 2.3 Establish, maintain, and monitor inclusive learning environments that are		P, A	I	B	P,A	P,A I,P	P,A	•	P,A	P, A		I,P	P, A	I	P A	P, A IP		I P	I, P	IP P	A P	P A P	P A		A PA	P A	I P	P	A P		I		I	P,A	P,A	P,A	P,A	I,P,A	I	P				I,P,A	I, P, A	D. A	I
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, recism, and sectism.	d	P, A		P	Р	r 1,r	r,A		P,A	P, A		r	P, A		A	r, A IP		I P		IP P	A	A	PA	PF	A PA	PA	IP	II.	A P		1		1	P,A	P,A	P	P,A	I,P,A		1				I,P,A		P,A	
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. 2.5 Maintain high expectations for learning with appropriate support for the full	I	I, P, A	I	P	P,A	P,A P	P,A	P, A	P,A P,A	I I,	P,A	I I,P,.	A P, A	P	P A	P, A I P	P A A P A	I P	I I	IP P	A P	P A	P A	. P A	A PA	P A	I P	P	I P		I		I	P,A	P,A	P,A	P,A	I	I I	I		I, P, A	P	I,P,A	I, P, A	-	I
range of students in the classroom. 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-electer interactions by communicating classroom routines, procedures, and norms to students and families.			I	P		P P	P, A	•	P,A	P, A		I	P, A	I P	P	P, A I P	A PA	I P	1	I P P	A P	? A	P A	. P A	A PA	P A	I P	IF	,		I		I	P,A	P,A	P	P,A	I,P,A	I	P				P	I, P, A		A
Understanding and Organizing Subject Matter for Student Learning. Beginning teachers: Demonstrate knowledge of subject matter, including the adopted California	T	Π	I	P	P,A	P,A I,P	P,A P,A	. P	P,A	P, A I,	P,A P,	A	P, A	P A	P	P, A I P	A PA	I P]	I P P	A P	P A P, A	P A	. P A	A PA	P A	I P	IF	PAO I P	A		T .	P	P, A	P,A	P,A	I,P,A	T	I	A	A	A	P,A	P,A			
State Standards and curriculum finaneworks. 3.2 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			I,A	P	P,A	P,A P	P,A	. P	P,A	P, A I	Ρ,	A I,P,	A P, A	I P A	P	P, A I P	A PA	I P	1	I P P	A P	P A P, A	P A	. P A	A PA	P A	I P						P,A	P, A	P, A	P,A	P,A	I		I	A	A	I,P,A	P,A	I, P	\vdash	I
needed to promote student access to the curriculum. 3.3 Plan, design, implement, and monitor instruction consistent with current	<u> </u>		I,A	P	P,A	P,A I,P	P,A P,A	. P, A	P,A	P, A I,	P,A P,	A	P, A	I P A		P, A I P	A PA	I P	1	I P P	' A	I, P,	A PA	. P A	A PA	P A	I P	IF	PA P		I		P	P,A	P,A	P,A	P,A	I	I					P,A	 	\longmapsto	
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. (See Subject-Specific Pedagogical Skills in Section 2 for reference) 3.4 Individually and through consultation and collaboration with other educators						P	P,A	. P	P,A	I,	P,A P,	A I,P	Р, А	I	P A	P, A IP	A PA	I P	l	IP P	A 11	PA P, A	P A	. P A	A PA	P A	ΙP	II	PA PA		I		I	P,A	P,A	P,A	P,A	I	I	A	I	P, A		P	I, P, A	P,A	
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. 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of		ı			РΔ	РΔ	РΔ	P	РΔ	1 1	P I	I P	A P, A	ΙΡΔ		P. A IP	A PA	I P		IP P	• А Р	PA P, A	РΔ	. P.	Δ Ρ Δ	РΑ	I P				ī			РΑ	РΔ	I	РΔ	I.P.A	ī	ī			I,P,A	P, A	I, P, A		
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.					,,,,	.,	1,21		,,,,	,		*,* ,*	,,,,			.,,,						1,1												,,,,			,,,,	2,2,7,2					2,2 ,2 2		1, 1, 1		i
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				P	P	P I,P	P,A P,A	. Р	P,A	I	I	I,P,.	A P, A	I P	P	P, A I P	A PA	I P		I P P	A		P A	. P #	A PA	P A	I P	IF	PA .		I			P,A	P,A	P,A	P,A		I	I	I, P, A		I,P,A	Р			
3.7 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	I, P				P	I,P	P,A P,A	P	P,A	I	P I					P	P A	P	I I	P P	A I						I							P	P	P	P		I	I			I,P,A				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards. 4. Planning Instruction and Designing Learning Experiences for All Students, Beginning teachers	ure:					P I,P	P,A	. P	P,A		I,	Р, А	P, A			P, A			I		I				I P												P						I,P,A				
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, an	I				P,A		P,A	. Р	P,A	I,	P,A P,	A			P	Р, А Р	P A	P		P P	A P	P, A	P	P	P	P	P				I		I,P,A	P,A	P,A	P,A	P,A						I,P,A	Р			I
cultural background for both short-term and long-term instructional planning purposes. 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning an	d	I		1	P		P,A	. P	P,A	P, A					P	P	P A	P A	I I	P A P	A P	,	I P	A I P	A PA	I P A	I	IA	A I, P		I		P,A	P,A	P,A	P,A	P,A	I					P	P		\vdash	A
and atypical clinic development into intil minorgi adorescence or legit minori instructional planning and learning experiences for all students. 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy,				P	P	P,A I,P	P,A	. P	P,A	P, A I,	P,A P,	A	P, A	I P A	P	P, A I P	P A	P A	I, P, A	P A P	A II	P	P	P	P A	P A	I	IF	PA P		I		I,P,A	P,A	P,A	P	P,A	+					I,P,A	I,P,A	<u> </u>		\square
mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.																																												 	<u> </u>		
4.4 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; 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.				P	Р	P,A P	P,Ā	P, A	P,A	P, A	P	I,P,,	A P, A	P	Р	P, A	PA	IPA	IPA I	PA P	A II	P	P A	P #	A PA	P A	I				I		I,P,A	P,A	P,A	P,A	P,A	I,P,A					I,P,A	I,P,A		P,A	A
4.5 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.)						P	P,A	. Р	P,A	I	P	I,P,.	A P, A?			P, A? I	P A	IPA]	PA P	A IP	P	PA	PA	. PA	P A	I				I		I	P,A	P,A	P,A	P,A	I,P,A	I		I, P, A	I, P, A	I,P,A	Р	I, P, A		A

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California Teaching Performance Expectations (TPE)	ves	g P	Practice M	factice: Practic	e Social	Arts	and	ory m II	g Practice	y i	ons	ti y	Educ	catio	Learning	l and/or l:	ilingua o and/or	Specific	Specific	I and II	Literacy Learner and	Bilingua	a Gen Ed	ion	ary ry			and			for	Science		Education		n Mod/Se	Mod/Sever	gy	rate		Education Is with
Codes I (introduced), P (practiced), A (assessed).					Science		Practi	ice					n		Environ ment in	Gen Ed G	en Ed	and ELE	and ELD)	Academic Litera	cy l and/or Gen Ed			Teachers Te	achers		Special Educat			Teachin Mathen		ral			ere				with	Exception al Needs
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4.6 Access resources for planning and instruction, including the expertise of				P		P I	P,A P	P,A	I,	?		P, A 1	I P	A P, A	IP	P A P		P	P A	I	AA AA	PA		I			I	I	P	P	P	P,A	I					I,P,A	P	I, P, A	?,A
community and school colleagues through in-person or virtual collaboration, co- teaching, coaching, and/or networking.																																									
4.7 Plan instruction that promotes a range of communication strategies and		I	I P	P,A	P	P,A I	P,A P	P,A	P, A I,	P P		P, A	•	P, A	IP	P A II	A	IPA	P A	IP	P P A P A	P A	P	IP	IPA		I		P,A	P,A	P	P,A	I					I,P,A	P	F	P,A
activity modes between teacher and student and among students that encourage student participation in learning.																																									
4.8 Use digital tools and learning technologies across learning environments as		I	I	P		I,P I	P,A P	P,A	I,	P, A P, A	١.	P 1	, A	P	IP	P A	A I	IPA	P A	P	P P	PA	P	IP	IPA			I	P,A	P,A	P	P,A				I, P, A	I, P, A	I,P,A	1	I, P, A	
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.																																									
Assessing Student Learning. Beginning teachers: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of	Ir I	I	I A P	P A	I P	IP A	P A P A	P A	P A I	P A P		P A	P P	P A	lı .	P A P	Ιτ	P A P	РА	Tr T	P P	P	1	I	П	-	ī	I P A	P A	P A	P A	PΑ	Ir	$\overline{}$	-	I P A	I P A	T _P	P	$\overline{}$	— IA
assessments (e.g., diagnostic, informal, formal, progress-		"	,	. ,		,	,,,	,	,	,		.,		,,,,			1					-						3-,	. ,		,,,,	,,,,	Ī			,,,,,,	, . ,		Ī		
monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.																																									
5.2 Collect and analyze assessment data from multiple measures and sources to			P	,		I	P,A P	P,A	I,	P,A P		P, A 1	P	P, A	I	P A I	I,	P I	P A		I,P,A		I P A				I	I,P,A	P,A	P,A	P,A	P,A	I,P,A	+	+			P,A	+	I, P	I
plan and modify instruction and document students' learning over time. 5.3 Involve all students in self-assessment and reflection on their learning goals	-	P, A I,	ΙΔ		P	P A	Δ	рл	_r	,		1 1	PA PA	_	ī	P A P	A I	D A	РΑ	+	IPA IPA	+	РΔ	ı	РΔ		\vdash	I,P,A	D A	P.A	ī	P		-	+	-	+	P A	p	I, P, A	
3.5 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.		1, A I,	1,74		r	r,A I	,,А	r,A					I A PA	`	1	r A P	A	r A	r A		IFA IPA		r A		r.A			I,r,A	r,A	r,A	ľ	ľ		ľ				F,A	ľ	ı, r, A	A
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.						I	P,A	P,A		P, A		P		P, A			I,	P					P A					I,P,A	P	P	I	P		1		I, P, A	I, P, A	I,P,A		I, P, A	
5.5 Use assessment information in a timely manner to assist students and families						I	P,A	P,A	I,	P,A P		P		P, A		P A I	I	I	P A		I P A I P A		P A				I	I,P,A	P	P		P						T		I, P, A	-
in understanding student progress in meeting learning goals. 5.6 Work with specialists to interpret assessment results from formative and		\vdash			-	I	P,A	P,A	L	P,A	I	P		P	-	++		-	+	+		-	+		 		I	I,P,A	P,A	P,A	-	P,A	I	+-	+-		1	+-	I	I, P, A P	?
summative assessments to distinguish between students whose first language is English, English								,		-								1	1									.,.,,,	,	,		,	ľ								
learners, Standard English learners, and students with language or other disabilities. 5.7 Interpret English learners' assessment data to identify their level of academic	-				-		P A P	PΑ		P.A I. P	1	+		P A	ı	P A P		P	P A		I I		P	ı	-			I,P,A			ī	PΑ		+	+			+	+	++	-
proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.							,			,,,				.,														3,,,,,				,,,,									
5.8 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						I	P,A P	P,A	I,	P I, P	I,P,A			P, A	I					I P A	P A P A		I P A	I			I	I,P,A	P,A	P,A	I	P,A	I					P,A	I,P,A	I, P, A	A
instruction.																																									
Beveloping as a Professional Educator. Beginning teachers: Beginning teachers: Beginning teachers: Beginning teachers: Beginning teachers: Beginning teachers:		ı İr				1 1,) A ID A	In a	In a Ir	In .	In	In a In	n a In a	In A	In	In a In	A 17	In 4	In a	Irn		_	1	l,	Im a			In 4	In 4	In a	In a	In A		_	_	I D A	II D. A	In A		Ir n. a. I	
pedagogical knowledge to plan and implement instruction that can improve student learning.			1			ľ	г, А	r,A	r, A 1,	F, A	1,1	r, A	FA FA	r, A	r	r A r	A I	r A	r A	1 F				1	IF A			r,A	r,A	r,A	r,A	r,A				1, F, A	I, F, A	r,A		I, F, A	
6.2 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,	I, P, A	P , A			P	P- I	P,A	P,A	P, A I,	P	I,P,A	P, A	P P A	P, A	P	P A P	A I	P A	P A	P A				I P	IPA			P	P,A	P,A	I	P	I					P,A		P	',A I
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.																																									
6.3 Establish professional learning goals and make progress to improve their	I, P, A	P I,	I,A			1	P, A	P,A	P, A I		I,P	P, A	A IP	A P, A	P A	P A P	A	P A	P A					I P	P		I	I	P,A	P,A	I	P	I	+				P	+	F	P,A
practice by routinely engaging in communication and inquiry with colleagues. 6.4 Demonstrate how and when to involve other adults and to communicate	I D	D			_		2.4	D. A	,			P, A 1	D. A	D A	D	D A I			D A	D A					D I		т	P.A	P.A	P,A		D	I D						 	I, P, A P	P.A A
effectively with peers and colleagues, families, and members of the larger school community to support	1, 1	-				l '	-,А	r,A	ľ l			r, A	r A	r, A	r	r A		1	r A	r A					ľ ľ		1	r,A	r,A	r,A		г	1, 1	ľ						I, F, A	,A A
teacher and student learning. 6.5 Demonstrate professional responsibility for all aspects of student learning and		ī			-) A	D A	D A		ī	+	I P	A D A	D	D A D		D	D A					ī	1 1		ī	1	D A	P,A	D A	P.A	I,P,A	$+\!\!-\!\!\!-$			-	D		+	P A A
classroom management, including responsibility for the learning outcomes of all students, along with							,,,,	,,,,	1, 11					1,71	ľ			Ī						•			•	ľ	,,,,	,,,,	,,,,	,,,,	1,1 ,11					ĺ			,,,
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.																																									
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and	1 1	I				I	P,A	P,A	P, A			P, A		P, A	I	P A P		P	P A					I	I I							P,A								P	P,A I
moral fitness, including the responsible use of social media and other digital platforms and tools.																		1	1																						
6.7 Critically analyze how the context, structure, and history of public education	I, P, A	p			-		> A	рл	P, A I	_	l D	+	_		-	\vdash	_	-+	1	+		+	-		+		\vdash			_	-	-		+	+	-	+	+-	+	+	P A I
in California affects and influences state, district, and school governance as well as state and local	., . , A						,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			*,1							1	1																						,
education finance. Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy			_+		1	L ∣			L +			$\pm \pm$	_+			$oldsymbol{oldsymbol{eta}}$	+	<u>_</u>	<u> </u>	\pm			L		\vdash					\pm	_			I	\pm	1	<u> </u>	\pm	\pm	+	 +_
English Language Development in Relation to Subject-Specific Pedagogy												1																		-				=	=			4		\Box	
Subject-Specific Pedagogical Skills Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments									P,A																									士	士			ᆂ	士	世士	
Teaching English Language Arts in a Multiple Subject Assignment Teaching Mathematics in a Multiple Subject Assignment	$\vdash \exists$	$\vdash \exists$	$-\Gamma$		-	$\vdash \exists$			P,A P.A	$-\mathbb{F}$		$+ \top$			-	$+$ \Box	Ŧ		1 -	$\vdash \exists$	I,P,A		+		$+$ \Box					-	I,P,A	P,A			+	+	+ ==	+ =	+-	$+$ \mp	-
3. Teaching History-Social Science in a Multiple Subject Assignment									P,A																						1,P,A	I,P,A		士	士			士	ᆂ	世世	=
Teaching Science in a Multiple Subject Assignment Teaching Physical Education in a Multiple Subject Assignment	$+\Box$	$\vdash \dashv$	$-\top$	I,P,A	+=	ΗŦ			P,A P,A	$-\mathbb{F}$		$+$ \mp				$\vdash \vdash$	-F		1	$+ \blacksquare$		+	+		$+$ Γ				_			I,P,A		+	+	+	+ -	+	+	+	
6. Teaching Health Education in a Multiple Subject Assignment									P,A			1 1				† †									IPA									士	士			\pm	ᆂ	世世	=
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	$\vdash \exists$	$\vdash \vdash \vdash$	-T		-	I,P,A			P,A	$ \vdash$	+-	$+$ \top			_	$+$ \top	$-\mathbb{T}$		+	+		_	1	\vdash	+ T		H F		_	+	+-	I,P,A		+	+	+	+ =	+	+-	+	-+
Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments 1. Teaching English Language Arts in a Single Subject Assignment											士																							士	士			士	ᆂ	世世	
Teaching Mathematics in a Single Subject Assignment Teaching History-Social Science in a Single Subject Assignment	$\vdash \exists$	$\vdash \exists$	$-\Gamma$		-	$\vdash \exists$			$+ \mp$	$-\mathbb{F}$		 T	P A		-	$+$ \Box	Ŧ		1 -	$\vdash \exists$			+		$+$ \Box					-				+ $=$	+	+	+ ==	+ =	+-	$+$ \mp	-
4. Teaching Science in a Single Subject Assignment											士		P A																					士	士			士	ᆂ	世世	
Teaching Physical Education in a Single Subject Assignment Teaching Art in a Single Subject Assignment	$\vdash \exists$	$\vdash \exists$	$-\Gamma$		-	I,P,A			$+ \mp$	$-\mathbb{F}$		$+ \top$	-T		-	$+$ \Box	Ŧ		1 -	$\vdash \exists$			+		$+$ \Box					-				+ $=$	+	+	+ ==	+ =	+-	$+$ \mp	-
7. Teaching Music in a Single Subject Assignment						I,P,A I,P,A					士																							士	士			士	ᆂ	世世	
8. Teaching World Languages in a Single Subject Assignment						$\vdash \exists$			+			\Box				$\vdash \Box$				+ =					$\vdash \top$					_				+	+			+	+	$+\Box$	
Teaching Agriculture in a Single Subject Assignment Teaching Business in a Single Subject Assignment			+		<u> </u>				$\pm \pm$		<u> </u>		t	\pm			+													\pm	1	_		\pm	\pm		<u> </u>	\pm		\pm	$= \vdash$
11. Teaching Health Science in a Single Subject Assignment						\vdash				4		+					_						1		IP	Α			-	_				=	$\overline{}$	1		$\overline{+}$	-	\Box	
12. Teaching Home Economics in a Single Subject Assignment 13. Teaching Industrial and Technology Education in a Single Subject Assignment											士																							士	士			士	ᆂ	世世	
14. Teaching English Language Development in a Single Subject Assignment	ahaul.i	an the							\Box			\Box				lacksquare									$\vdash \Box$									\bot	\perp			\perp	\perp	$+\Box$	-
Note: Although very brief titles are used in the Subject-Specific Pedagogical Skills section, the program language of the Teaching Performance Expectations in determining where candidates are introduced, pr				petency.	-	+		+	+ +	-	+	+ +			+	+ +			1-	+-		+	1		+ +		 		-	-	-	-	- 1	+-	+-	+	+	+-	+	++	-+-
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