

**California Standards for the Teaching Profession (CSTP)
aligned with Teaching Performance Expectations (TPE)
Multiple Subject Program**

The TPEs are standards that define the areas of teaching performance expected of teacher candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. TPEs define teacher candidate success in a credential program. TPEs also guide the curriculum of credential programs. As you participate in a credential program, courses will provide instruction in areas related to the TPEs, supervisors and cooperating teachers evaluate your teaching on the TPEs, and you will be asked to analyze and reflect on your own growth in relation to the TPEs.

Understanding and Organizing Subject Matter (CSTP 3)

TPE 1A: Specific Pedagogical Skills for Subject Matter Instruction for Multiple Subject

Reading-Language Arts

- a. Demonstrates the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8).
- b. Understands how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications.
- c. Knows how to strategically plan and schedule instruction to ensure that students meet or exceed the standards.
- d. Creates a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts.
- e. Understands how to make language comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language tools for thinking, learning, and communicating.
- f. Understands how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text.
- g. Understands that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.
- h. Teaches students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.
- i. Knows how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, and how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Mathematics

- j. Demonstrates the ability to teach the state-adopted academic content standards for students in mathematics (K-8).
- k. Enables students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems.
- l. Helps students understand different mathematical topics and make connections among them.
- m. Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
- n. Provides a secure environment for taking intellectual risks and approaching problems in multiple ways.

- o. Models and encourages students to use multiple ways of approaching mathematical problems, and encourages discussion of different solution strategies.
- p. Fosters positive attitudes toward mathematics, and encourages student curiosity, flexibility, and persistence in solving mathematical problems.

Science

- q. Demonstrates the ability to teach the state-adopted academic content standards for students in science (K-8).
- r. Balances the focus of instruction between science information, concepts, and investigations.
- s. Explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation.
- t. Emphasizes the importance of accuracy, precision, and estimation.

History-Social Science

- u. Demonstrates the ability to teach the state-adopted academic content standards for students in history-social science (K-8).
- v. Uses timelines and maps to give students a sense of temporal and spatial scale.
- w. Teaches students how social science concepts and themes provide insights into historical periods and cultures.
- x. Helps students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

The Arts

- y. Helps students understand and experience the arts from multiple perspectives by designing lessons that address artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, connections, relationships, and applications across the curriculum.
- z. Demonstrates the ability to address the state-adopted academic content standards in the arts for Pre-K through grade 8 students.
- aa. Enables students to understand basic elements and concepts in dance, drama/theater, music and visual art and to use these concepts and elements to create and produce expressive artworks.
- bb. Helps students design and solve real-world problems using concrete, verbal, symbolic, and graphic representations.
- cc. Provides a secure environment that encourages cultural understanding, creative risk-taking, and approaching problems in multiple ways.
- dd. Models and encourage students to use multiple ways to express ideas and issues in the arts and they encourage different solutions to given Arts tasks.

Assessing Student Learning (CSTP 5)

TPE 2: Monitoring Student Learning During Instruction

- a. Uses progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.
- b. Paces instruction and re-teaches content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- c. Anticipates, checks for, and addresses common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

- a. Understands and uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.
- b. Knows about and can appropriately implement the state-adopted student assessment program.
- c. Understands the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.

- d. Uses multiple measures, including information from families, to assess student knowledge, skills, and behaviors.
- e. Know when and how to use specialized assessments based on students' needs.
- f. Knows about and appropriately uses informal classroom assessments and analyzes student work.
- g. Teaches students how to use self-assessment strategies and provides guidance and time for students to practice these strategies.
- h. Understands how to familiarize students with the format of standardized tests.
- i. Knows how to appropriately administer standardized tests, including when to make accommodations for students with special needs.
- j. Knows how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.
- k. Interprets assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.
- l. Gives students specific, timely feedback on their learning, and maintains accurate records summarizing student achievement.
- m. Explains to students and their families the students' academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade report is derived.
- n. Clearly explains to families how to help students achieve the curriculum.

Engaging & Supporting all Students in Learning (CSTP 1)

TPE 4: Making Content Accessible

- a. Incorporates specific strategies, teaching/instructional activities, procedures, experiences, and instructional materials that address state-adopted academic content standards.
- b. Explains content clearly and reinforces content in multiple ways.
- c. Provides opportunities and adequate time for students to practice and apply what they have learned.
- d. Teaches strategies to read and comprehend a variety of texts and a variety of information sources.
- e. Models active listening.
- f. Encourages student creativity and imagination; motivates and encourages student effort.
- g. Fosters access and comprehension for all learners.
- h. Balances instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

- a. Clearly communicates instructional objectives.
- b. Ensures active and equitable participation of all students.
- c. Ensures student understanding of what they are to do during instruction and monitors student progress toward academic goals.
- d. Encourages students to share and examine points of view during lessons.
- e. Uses community resources, student experiences, and applied learning activities to make instruction relevant.
- f. Asks stimulating questions and teaches students to respond to and frame meaningful questions.

TPE 6A: Developmentally Appropriate Teaching Practices in Grades K-3

- a. Understands how to create a structured day with opportunities for movement.
- b. Designs academic activities that suit the span of young learners.
- c. Instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn.
- d. Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy).
- e. Understands that some children hold naïve understandings of the world around them.
- f. Provides educational experiences that help students develop more realistic expectations and understandings of their environment.
- g. Knows how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or disabilities.

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

- a. Builds on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in the state-adopted academic content standards for students.
- b. Teaches from grade level texts.
- c. Designs learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills.
- d. Helps students develop learning strategies to cope with increasingly challenging academic curriculum.
- e. Assists students, as needed in developing and practicing strategies for managing time and completing assignments.
- f. Develops students' skills for working in groups to maximize learning.
- g. Builds on peer relationships and supports intellectual risks such as sharing ideas that may

- include errors.
- h. Distinguishes between misbehavior and over-enthusiasm, and responds appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 7: Teaching English Learners

- a. Knows and applies theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English.
- b. Familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion.
- c. Implements an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.
- d. Draws upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities.
- e. Understands how and when to collaborate with specialists and para-educators to support English language development.
- f. Based on appropriate assessment information, selects instructional materials and strategies to develop students' abilities to comprehend and produce English.
- g. Uses English that extends students' current level of development yet is still comprehensible.
- h. Knows how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.
- i. Uses systematic instructional strategies to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- j. Allows students to express meaning in a variety of ways, including in their first language.
- k. Uses questioning strategies that model or represent familiar English grammatical constructions.
- l. Plans lessons for English language development taking into account how cognitive, pedagogical, and individual factors affect students' language acquisition.

Planning Instruction and Designing Experiences (CSTP 4)

TPE 8: Learning about Students

- a. Draws upon an understanding of patterns of child and adolescent development to understand their students.
- b. Using formal and informal methods, assesses students' prior mastery of academic language abilities, content knowledge, and skills, and maximizes learning opportunities for all students.
- c. Through interpersonal interactions, learns about students' abilities, ideas, interests and aspirations.
- d. Encourages parents to become involved and supports their efforts to improve student learning.
- e. Understands how multiple factors, including gender and health, can influence students' behavior, and understands the connections between students' health and their ability to learn.
- f. Based on assessment data, classroom observation, reflection and consultations, identifies 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

- a. Plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- b. Establishes 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.
- c. Uses explicit teaching methods such as direct instruction and inquiry to help students meet or

- exceed grade level expectations.
- d. Plans how to explain content clearly and makes abstract concepts concrete and meaningful.
- e. Understands the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and improves successive uses of the strategies based on experience and reflection.
- f. Sequences instruction to the content to be taught connects to preceding and subsequent content.
- g. In planning lessons, selects or adapts instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.
- h. Connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful.
- i. To accommodate varied student needs, plans differentiated instruction.
- j. When support personnel, such as aides and volunteers are available, plans how to use them to help students reach instructional goals.

Creating and Maintaining Effective Environments for Student Learning (CSTP 2)

TPE 10: Instructional Time

- a. Allocates instructional time to maximize student achievement in relation to state-adopted academic content standards and instructional goals.
- b. Establishes procedures for routine tasks and manages transitions to maximize instructional time.
- c. Based on reflection and consultation, adjusts the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

- a. Develops and maintains clear expectations for academic and social behavior.
- b. Promotes student effort and engagement and creates a positive climate for learning.
- c. Knows how to write and implement a student discipline plan.
- d. Establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.
- e. Responds appropriately to sensitive issues and classroom discussions.
- f. Helps students learn to work responsibly with others and independently.
- g. Based on observations of students and consultation with other teachers, recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

Developing as a Professional Educator (CSTP 6)

TPE 12: Professional, Legal, and Ethical Obligations

- a. Takes responsibility for student academic learning outcomes.
- b. Aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students.
- c. Resists racism and acts of intolerance.
- d. Appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- e. Understands 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.
- f. Identifies suspected cases of child abuse, neglect, or sexual harassment.
- g. Maintains a non-hostile classroom environment.
- h. Carries out laws and district guidelines for reporting such cases.
- i. Understands and implements school and district policies and state and federal law in

- responding to inappropriate or violent student behavior.
- j. Understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
 - k. Aware of and acts in accordance with ethical considerations and models ethical behaviors for students.
 - l. Understands and honors all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

- a. Evaluates own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- b. Improves teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
- c. Uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness.