

**California Standards for the Teaching Profession (CSTP)  
aligned with Teaching Performance Expectations (TPE)  
Single 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 1B: Specific Pedagogical Skills for Subject Matter Instruction for Single Subject

*Reading-Language Arts*

- a. Demonstrates the ability to teach the state-adopted academic content standards for students in English-Language Arts (grades 7-12).
- 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. Understands how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating.
- e. Understands how to teach the advanced skills of research-based discourse; incorporates technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focuses on analytical critique of text and a variety of media; and provides a greater emphasis on the language arts as applied to work and careers.
- f. Teaches students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions.
- g. 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*

- h. Demonstrates the ability to teach the state-adopted academic content standards for students in mathematics (grades 7-12).
- i. 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.
- j. Helps students understand different mathematical topics and make connections among them.
- k. Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
- l. Provides a secure environment for taking intellectual risks and approaching problems in multiple ways.
- m. Models and encourages students to use multiple ways of approaching mathematical

- problems, and encourages discussion of different solution strategies.
- n. Fosters positive attitudes toward mathematics, and encourages student curiosity, flexibility, and persistence in solving mathematical problems.
  - o. Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.
  - p. Assigns and assesses work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

### *Science*

- q. Demonstrates the ability to teach the state-adopted academic content standards for students in science (grades 7-12).
- 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.
- u. Encourages students to pursue science interests, especially students from groups underrepresented in science careers.
- v. Teaches students to provide ethical care, when live animals are present in the classroom.
- w. Demonstrates sensitivity to students' cultural and ethnic backgrounds in designing science instruction.
- x. Guides, monitors, and encourages students during investigations and experiments
- y. Demonstrates and encourages the use of multiple ways to measure and record scientific data, including the use of mathematical symbols.
- z. Structures and sequences science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students.
- aa. Establishes and monitors procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

### *History-Social Science*

- bb. Demonstrates the ability to teach the state-adopted academic content standards for students in history-social science (K-8).
- cc. Enables students to learn and use analytical thinking skills in history and social science while attaining the state-adopted academic content standards for students.
- dd. Uses timelines and maps to give students a sense of temporal and spatial scale.
- ee. Teaches students how social science concepts and themes provide insights into historical periods and cultures.
- ff. 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.
- gg. Connects essential facts and information to broad themes, concepts and principles, and relates history-social science content to current or future issues.
- hh. Teaches students how cultural perspectives inform and influence understandings of history.
- ii. Selects and uses age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.
- jj. Asks questions and structures academic instruction to help students recognize prejudices and stereotypes.
- kk. Creates classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourages students to reflect on and share their insights and values.
- ll. Designs activities to counter illustrate multiple viewpoints on issues.
- mm. Monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **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 6C: Developmentally Appropriate Teaching Practices in Grades 9-12

- a. Establishes intellectually challenging academic expectations and provides opportunities for students to develop advanced thinking and problem-solving skills.
- b. Frequently communicates course goals, requirements, and grading criteria to students and families.
- c. Helps students to understand connections between the curriculum and life beyond high school, and communicates the consequences of academic choices in terms of future career, school and life options.
- d. Supports students in assuming increasing responsibility for learning, and encourages behaviors important for work such as being on time and completing assignments.
- e. Understands adolescence as a period of intense social peer pressure to conform, and supports signs of students' individuality while being sensitive to what being "different" means for high school students.

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.