California Standards of the Teaching Profession (CSTP) and Teaching Performance Expectations (TPEs)

Special Education Teacher Preparation Programs are designed to ensure that new teachers effectively meet the following requirements established by the California Commission on Teacher Credentialing:

1. California Standards of the Teaching Profession (CSTP)
2. Teaching Performance Expectations (TPEs)

California Standards of the Teaching Profession (CSTP)

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Making Subject Matter Comprehensible for All Students
4. Planning Instruction and Designed Learning for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

California Teaching Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
  a. Subject-specific Pedagogical Skills for Multiple Subject and Single Subject Teaching Assignments
     . Understanding the state-adopted academic content standards
     . Understanding how to teach the subject matter in the standards
     . Planning instruction that addresses the standards
     . Demonstrating the ability to teach to the standards

B. Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction
  . Determining student progress toward achieving the state-adopted academic content standards
  . Using instructional strategies and techniques to support students' learning

TPE 3 – Interpretation and Use of Assessments
  . Understanding a range of assessments
  . Using and interpreting a range of assessments
  . Giving feedback on assessment results
C. Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible
  . Addressing state-adopted academic content standards
  . Prioritizing and sequencing content
  . Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement
  . Understanding of academic learning goals
  . Ensuring active and equitable participation
  . Monitoring student progress and extending student thinking

TPE 6 - Developmentally Appropriate Teaching Practices

A. Developmentally Appropriate Practices in Grades K-3
  . Understanding important characteristics of the learners
  . Designing instructional activities
  . Providing developmentally appropriate educational experiences

B. Developmentally Appropriate Practices in Grades 4-8
  . Understanding important characteristics of the learners
  . Designing instructional activities
  . Providing developmentally appropriate educational experiences

C. Developmentally Appropriate Practices in Grades 9-12
  . Understanding important characteristics of the learners
  . Designing instructional activities
  . Providing developmentally appropriate educational experiences

TPE 7 – Teaching English Learners

  . Understanding and applying theories, principles, and instructional practices for English Language Development
  . Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
  . Drawing upon student backgrounds and language abilities to provide differentiated instruction
D. Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning about Students
  . Understanding child and adolescent development
  . Understanding how to learn about students
  . Using methods to learn about students
  . Connecting student information to learning

TPE 9 – Instructional Planning
  . Establishing academic learning goals
  . Connecting academic content to the students' backgrounds, needs and abilities
  . Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time
  . Allocating instructional time
  . Managing instructional time

TPE 11 – Social Environment
  . Understanding the importance of the social environment
  . Establishing a positive environment for learning
  . Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations
  . Taking responsibility for student academic learning outcomes
  . Knowing and applying professional and ethical obligations
  . Knowing and applying legal obligations

TPE 13 – Professional Growth
  . Evaluating teaching practices and subject matter knowledge
  . Using reflection and feedback to improve teaching practice and subject matter knowledge