California Standards of the Teaching Profession and Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

- **TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction**
  - 1A. Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments
  - 1B. Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Student Learning

- **TPE 2 – Monitoring Student Learning During Instruction**
  - Use progress monitoring based on IEPs
  - Pace instruction and re-teach content based on evidence gathered using assessment strategies
  - Anticipate, check for and address common misconceptions and misunderstandings

- **TPE 3 – Interpretation and Use of Assessments**
  - Understand, use and interpret a variety of assessments
  - Use multiple measures, including information from families and specialized assessments
  - Appropriately administer standardized tests, including providing accommodations
  - Explain to families student academic and behavioral strengths, as well as how to help students achieve the curriculum

C. Engaging and Supporting Students in Learning

- **TPE 4 – Making Content Accessible**
  - Participate in the development and implementation of IEP instructional goals
  - Addressing state-adopted academic content standards
  - Vary instructional strategies to purpose, lesson content and student needs and reinforce content in multiple ways

- **TPE 5 – Student Engagement**
- Clearly communicate instructional objectives
- Ensure active and equitable participation
- Provide opportunities to engage in academic and social pursuits based on developmental and functioning levels

**TPE 6 Developmentally Appropriate Teaching Practices**

- 6A. Developmentally Appropriate Practices in Grades K-3
- 6B. Developmentally Appropriate Practices in Grades 4-8
- 6C. Developmentally Appropriate Practices in Grades 9-12

**TPE 7 – Teaching English Learners**

- Understand and apply pedagogical theories, principles, and instructional practices
- Understand how to adapt instructional practices to provide access to the state-adopted student content standards
- Draw upon student backgrounds, cognitive, pedagogical, and individual factors to provide differentiated instruction

**D. Planning Instruction and Designing Learning Experiences for Students**

**TPE 8 – Learning about Students**

- Assess students’ prior mastery and maximize learning opportunities for all students
- Understand how multiple factors can influence students’ behavior
- Identify students needing specialized instruction

**TPE 9 – Instructional Planning**

- Establish clear long-term and short-term goals for student learning
- Use explicit teaching methods
- Select or adapt instructional strategies, grouping strategies, and instructional material

**E. Creating and Maintaining Effective Environments for Student Learning**

**TPE 10 – Instructional Planning**

- Allocate instructional time to maximize student achievement
- Coordinate and communicate effectively with other professionals

- **TPE 11 – Social Environment**
  - Use a variety of effective strategies to build constructive relationships
  - Maintain clear expectations for behavior
  - Create a positive environment for learning

- **F. Developing as a Professional Educator**

  - **TPE 12 – Professional, Legal, and Ethical Obligations**
    - Take responsibility for student academic learning outcomes
    - Understand important elements of California and federal laws and procedures, and carry them out
    - Be aware of and act in accordance with ethical considerations

  - **TPE 13 – Professional Growth**
    - Evaluate own teaching practices and subject matter knowledge
    - Use reflection and feedback to improve teaching practice and subject matter knowledge