



COLLEGE OF **EDUCATION**

Department of Curriculum & Instruction

Teaching Performance Expectations (TPE) Self-Assessment Checklist

TPE 1: Engaging and Supporting All Students in Learning

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
1-1. Integration of Student Prior Knowledge	- I support student acquisition of content/skills through application of comprehensive knowledge of prior experiences, interests, and social emotional learning needs, and/or their funds of knowledge, cultural, language, and socioeconomic backgrounds. - I actively and effectively connect content/skills with personal experiences and backgrounds when prompted.			
1-2. Student and Family Engagement	- I utilize established communication methods, including protocols, record keeping, and technology, to support student learning and to communicate with their families. - I establish communication pathways for all students and families to share comments or inquiries and periodically prompt students to track and share progress using communication methods.			
1-3. Application in Real Life Contexts	- I design authentic hands-on, real-life learning experiences to apply and extend student understanding of material. - I incorporate student input on task product, process, or application. - My students are engaged and motivated by relevancy and meaning of the subject matter as it relates to real-life contexts.			
1-4. Differentiation	- I demonstrate a comprehensive understanding of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) principles. - All of my students experience a culture of high academic expectations and receive developmentally and ability appropriate instructional strategies, resources, and assistive technology.			
1-5. Student Critical Thinking	- My students experience teacher-facilitated activities to engage in critical and creative thinking and analysis. - With structured prompts, my students individually and/or collaboratively frame and respond to meaningful questions, propose solutions, synthesize learnings, and self-reflect on learnings. - My students' conversations, responses, and proposals demonstrate authentic critical, creative thinking and/or problem solving.			
1-6. Language Learning Opportunities	- I effectively create a culture in the classroom that promotes language growth by building scaffolds through the use of instructional strategies between students' home language and the Mainstream Academic Language necessary for academic success. - Strategies are applied to whole class instruction rather than delineating individual differences between students.			
1-7. Access to Arts in Curriculum	My students routinely experience meaningful and relevant integration of the visual and performing arts to support the content and context of learning.			
1-8. Remediation and Enrichment Opportunities	- I actively monitor mastery of content/skills of all of my students and adjust the lesson while teaching to engage all students in learning. - I incorporate the use of self-paced learning modules and/or provide remediation and enrichment to subsets of students based on student learning outcomes while teaching.			

TPE 2: Creating and Maintaining Effective Environments for Student Learning

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
2-1. Respectful Community Culture	• I integrate student choice and responsibility in the creation, monitoring, and maintenance of behavioral standards and norms. • I create structures and expectations for students to maintain positive classroom interactions and implement positive interventions as needed. • My students and I jointly reflect on classroom choices and culture to ensure student empowerment and positive mindsets are cultivated and supported in all interactions. • I educate students on the importance of and implementation of conflict resolution and restorative justices practices.			
2-2. Productive Learning Environment	• My students engage in a variety of learning environments (i.e. traditional, blended, and online) with self-guided opportunities for collaboration and engagement. • I create structures and guide students to plan and engage in dialogue and reflection that promote multiple perspectives, cultural responsiveness, and diversity. • My whole class exhibits total effort in learning process and approaches mistakes as a learning opportunity.			
2-3. Inclusive Learning Environments	• I facilitate and guide students in maintaining and monitoring a positive, caring, and respectful learning environment that is physically, mentally, intellectually, and emotionally healthy and safe. With my facilitation, students actively and responsibly address instances of bullying, racism, and sexism. • In an interdependent and inter-reliant culture, my students are invested in the success of all and view learning as the process of acquiring skills and knowledge. • All of my students demonstrate total effort in the learning process and are not discouraged by failure.			
2-4. Students with Situational Obstacles	• I access information on situational obstacles of students and provides a range of supports and follows up on efficacy of supports to determine further resources or accommodations. • All of my students have opportunities and most take responsibility for their choices leading to success in school, despite situational obstacles.			
2-5. Academic Expectations	• My students clearly articulate and follow teacher-established learning goals, assessment criteria, and supports guided by curricular standards, individual student needs, and performance data. • I regularly reflect on support strategies used for specific students and adjust scaffolds to ensure rigor for all students. • I provide structured opportunities for students to address and learn from mistakes and self-assess one's accuracy and reflection. • My students are able to engage in rigorous learning opportunities and reflect on the process and product of learning with teacher-created structures.			
2-6. Classroom Climate	• I facilitate and guide students in maintaining, monitoring, and adjusting routines and procedures for positive classroom behavior and for student-to-student and student-to-teacher interactions. • I provide students increasing opportunities to communicate classroom routines, procedures, and norms to students and families and responsibly and appropriately address and redirect disruptions to student learning. • Classroom climate integrates school standards and culturally relevant norms. • My students, their families, and I jointly create and monitor interventions for specific students.			

TPE 3: Understanding and Organizing Subject Matter for Student Learning

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
3-1. Knowledge of Subject Matter and Content Standards	- I develop curriculum that reflects authentic and relevant integration of essential subject matter concepts, relevant California state standards, academic language, and curricular frameworks. - With my facilitation, my students fluently use academic language to make connections between subject matter and real-world contexts.			
3-2. Student Access to Curriculum	- Using extensive knowledge about my students and learning goals, curriculum is effectively organized to enable all students access to the curriculum. - Accommodations and/or modifications to the curriculum are a shared responsibility of both me and my students.			
3-3. Designing Effective Curriculum	- I exhibit a deep understanding of individual topics and the interdependency and interconnectedness of topics with content area. - Learning sequences are consistent with current subject-specific pedagogy. - My instruction provides students opportunities to explore, interact, and investigate the relevance and interconnectedness of current subject-specific topics in cross-disciplinary contexts, including the visual and performing arts as applicable to the discipline. - I monitor student learning and adjust curriculum as needed to meet student interests and needs.			
3-4. Pedagogical Representation of Content	- Both individually and in collaboration with school educators, I select, adapt, and utilize appropriate instructional materials, resources, and technologies for concept and skill development of subject matter. - My students' access to the content is varied, diverse, and meets the needs of all students.			
3-5. Use of Technology	- I consult a variety of resources to identify and adapt a range of materials and technology (including Assistive Technology) that are relevant, standards-aligned, and provide all students with equitable access to the curriculum. - All of my students demonstrate proficient use of instructional materials and technology. - I regularly assess resources and technology to ensure equitable access to curriculum.			
3-6. Student Learning Needs	- I consult and adapt state and district curricula to organize units of study to effectively meet the learning needs of the full range of all classroom students, including English learners, Standard English learners, students with disabilities, and students with other learning needs (including gifted students) in the classroom. - I provide a variety of accommodations and adjustments to curriculum and guide students to self-select while considering their specific academic, language, or skill based learning needs. - I include students in the process of determining and adjusting learning needs according to student progress.			
3-7. Digital Literacy	- I systematically and regularly integrate digital literacy and technological connectivity. - My students and I collaboratively explore opportunities to be global authors, critical thinkers, and problem solvers. - I model and educate students on digital citizenship, including copyright law, and on internet security protocols and procedures to ensure productive and safe learning environments for themselves, their peers, and their community. - I solicit student feedback on effectiveness and efficiency of the use of technology on engagement and learning and make adjustments as needed.			

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
4.1 Curriculum Design	- My long-term planning guides the sequencing and planning of short-term units of study. - My ongoing, varied assessments are intentionally planned in short-term and long-term units of study to collect and analyze data on student needs and ensure student progress towards content- and standards-related learning goals. - My instructional planning is culturally relevant for all students. - My short-term and long-term planning address individual student learning needs, including language proficiency and/or current student performance, and articulate short- and long-term benchmarks for progress. - I design curriculum that promotes a student-centered classroom culture with me guiding my students to share responsibilities of planning, instruction, and assessment. - The structures I establish are dependent on student contributions, collaboration, and reflection on the learning process. - My curriculum is relevant to all students' prior experiences, cultural backgrounds, and developmental needs, specifically addressing individual student needs.			
4-2. Developmentally Appropriate Practice	- Instructional planning ensures age and developmentally appropriate curriculum and challenging and achievable individual learning goals for all students that reflect the range and characteristics of typical and atypical child development. - I plan instruction that is meaningful, relevant, and respectful of students' prior learning experiences and is relevant to the values, expectations, and factors that shape most students' lives at home and in their communities. - Curriculum is aligned to state standards while remaining relevant to and rigorous for individual students' developmental needs and cultural backgrounds.			
4-3. Interdisciplinary Learning	- Curriculum reflects authentic opportunities for students to master application of skills and knowledge as they apply to topics within the content area and promote a deep understanding of applications across content areas. - Curriculum integrates relevant opportunities for students to explore, interact with, and investigate the relevance and interconnectedness of subject specific topics in interdisciplinary contexts, including the visual and performing arts as applicable to the discipline.			
4-4a. Unit/Lesson Planning: Learning Objectives	- Learning objectives are written in student-centered language. - Learning objectives are linked to content standards, relevant curriculum, and/or long-term planning goals. - Learning objectives include specific skills and knowledge students will acquire, how students will demonstrate mastery of objective, and the process and materials through which students will acquire skills/knowledge. - Language and skills driven objectives are included for all students building upon the individual's specific learning needs.			
4-4b. Unit/Lesson Planning: Standards and Benchmarks	- My students and I identify and deliberate Common Core standards and/or state frameworks. - I share unit goals and standards with my students, and they have input into how they can best demonstrate mastery of concepts, skills, and dispositions.			
4-4c. Unit/Lesson Planning: Questioning/ Rigor	- My essential questions are informed by student's lives and are significant and open-ended enough to drive student inquiry and/or student evaluation. - My questions are purposefully organized and explicitly linked to a discipline-specific theme or issue which guides larger discussion.			

4-4d. Unit/Lesson Planning: Instructional Articulation	• My articulated lessons describe specific concepts, skills, or dispositions the students will learn. • My lesson also includes my role and my students' roles in the creation of a student-centered classroom. • My lesson plans fully align objectives, activities, and assessments. • My lesson plans follow logical sequence and required format and include all required elements.			
4-4e. Unit/Lesson Planning: Delivery of Instruction	• My lessons reflect a consistently student-centered focus (e.g., inquiry, open-ended activities) with all lessons using student-centered approaches. • My lessons include a variety of instructional strategies (e.g., more than 4) with options for more than one "right" or "correct" answer or solution. • My methods allow learner autonomy in examining new concepts in relationship to their existing content knowledge and engages learners in identifying diverse perspectives in the discipline. • Evidence of frequent opportunities for collaboration between teacher/student and student/student through unit in all lessons. • Collaboration is more than simply "group work" and involves students having roles, responsibilities, and individual accountability.			
4-4f. Unit/Lesson Planning: Assessments	• With input from my students, I use, design, or adapt a variety of classroom formative assessments, ensuring alignment with the learning objectives and activities. • Both formative and summative assessments include culturally affirming approaches and focus on assessing process rather than product. • My assessment invites students to focus on developing multiple options for more than one "right" or "correct" answer or solution. • I have provided all pre/post/formative assessments and rubrics. • My students are given an opportunity to self-evaluate and reflect on their own work and/or give peers feedback and/or create assessment criteria.			
4-4g. Unit/Lesson Planning: Pacing	• My planned activities call for my students to not only actively engage and communicate content knowledge efficiently but also time for students to contribute to the discussion of how the content knowledge is constructed and how the pedagogical content knowledge is delivered. • My use of technology to enhance the pedagogical process and the pacing of lessons is appropriate for all students. • My plan to address struggling or advanced students is informed by the long-term and short-term planning goals.			
4-4h. Unit/Lesson Planning: Students with Special Needs	• My plan shows evidence that student support services, supplementary aides, and assistive technology are routinely considered and implemented when constructing all lesson plans. • My plan includes opportunities to receive feedback from students about best practices as data to be considered in IEP construction. • I review adaptations and accommodations for instructional strategies with students to ensure student investment and access to the content.			
4-5. Student Advocacy in Learning	• I 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).			
4.6 Instructional Resources	• I access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.			
4-7. Student Engagement	• I plan instruction that promotes a range of communication strategies and activity modes between me and the student and among students that encourage student participation in learning.			

	• Student engagement organically allows the pacing of the lesson to be intellectually engaging, empowering my students to recognize and advocate for their own needs through inclusive and varied communication strategies and activities. • I design instructional goals and activities to meet the learning needs of all students.			
4-8. Digital Tools	• My curriculum integrates a variety of technology and digital tools to provide students personalized means to demonstrate, monitor, and reflect on their learning. • My curriculum relies on digitally connected students and provides instruction and monitoring on the importance of practicing digital citizenship, including copyright law. • My assessment within the curriculum considers the dynamic nature of technology as it aligns with shifting student needs, providing teachers with opportunities to collect and analyze data to ensure tools are relevant, rigorous, and efficient for student progress.			

TPE 5: Assessing Student Learning

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
5-1. Assessment Design	• I promote student understanding of the use and effectiveness of assessment methods, especially as tools for self-reflection and growth. • Curriculum promotes student understanding on rubric design and how to utilize rubric language as a tool for assessing work process and products. • I promote student ownership of rubrics and assessment practices, through peer-review, self-reflection, and encouraging student feedback on rubric-driven feedback received from me. • My assessments are a deliberate combination of formal and informal diagnostic, formative, progress-monitoring, performance, and summative tasks.			
5-2. Data Driven Instruction	• I utilize precise, systematic, and structured approach to support student progress towards goals. • I utilize a diverse set of assessment methods to engage in data-driven instructional cycle of assessment, analysis, and action to adjust curriculum and instruction to ensure success for all students. • I collect assessment data from multiple measures within and beyond the classroom including prior units of study, other teachers, and families to develop a robust analysis of student learning needs and progress. • I share assessment outcomes with students to build student understanding of progress towards goals within and adjustments and instruction to support student success both within and beyond the classroom. • I create structures for students to self-document learning and progress over time. • I ensure goals, instruction, and assessments are college/career-ready and aligned to relevant curriculum and state standards.			
5-3. Student Meta-Cognition	• I guide students in generating and applying concrete, actionable feedback orally and written. • My students and I share responsibility of providing rubric and goal-driven feedback, equally recognizing areas of strength, areas for further enrichment, and areas for growth. • My students and I share responsibility of ensuring student-generated feedback is concrete and applicable and student revisions reflect an authentic application of feedback. • I guide my students to analyze data and highlight parallels between effort and investment and work process/product, fostering self-efficacy.			
5-4. Assessment Practices: Technology	• With input from multiple sources, I use relevant and efficient digital systems that are user friendly for me and my students in collecting, analyzing, and communicating learning outcomes. • I provide my students regular guidance and opportunities to utilize technology to self-assess and self-reflect on learning process and products, document learning, and communicate process and outcomes with families. • I monitor efficiency and effectiveness of technology in supporting student meta-cognition of learning.			
5-5. Assessment Practices: Timeliness	• I intentionally schedule ongoing opportunities for my students to revise and reframe work in response to feedback to meet learning targets. • I systematically make individual learning goals, strengths in learning process, and concrete areas of growth with action plans available to students and			

	families and build student awareness of how to access and “own” this information as part of the learning process. ● My students, their families, and I have access to and understand student progress continuously and are able to actively respond to data in a timely manner as a result.			
5-6. Assessment Practices: Student Language Acquisition (A)	● I consult resources and specialists to design and interpret results from a variety of assessments to collect relevant performance data on students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. ● I actively seek to understand theories of language acquisition as they relate to language ability assessment practices. ● I interpret assessment results and engage students in creating action plans with students.			
5-7. Assessment Practices: Student Language Acquisition (B)	● I consult with specialists to design assessments that identify academic proficiency of English Language Learners in English and in their primary language. ● I design interventions to support student acquisition of academic proficiency in their primary language, as applicable, as well as English. ● I regularly monitor student progress to ensure scaffolds and interventions are rigorous and result in student progress.			
5-8. Assessment Practices: Student with Special Needs	● I collect and analyze data on student performance from a variety of sources, including students' IEP, IFST, ITP, and 504 plans. ● In consultation with specialists, I establish individualized learning goals and instructional scaffolds. ● Most interventions provide students with special needs rigorous, enriching learning supports to meet learning goals. ● In consultation with specialists, I regularly assess student progress to ensure scaffolds and supports are relevant, rigorous, and leading to student progress.			

TPE 7: Effective Literacy Instruction for All Students (Effective July 1, 2024)

	Do I do it like a Beginning Teacher?	Not Yet	Starting To	Yes!
7-1. Evidence-based Literacy Instruction – CA ELA/ ELD Framework	I plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.			
7-2. Evidence-based Literacy Instruction – UDL, MTSS, CA Dyslexia Guidelines	- I plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning. - I plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention). - I plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
7-3. Asset-based pedagogies, Inclusive Approaches & Culturally & Linguistically Affirming and Sustaining Practices	- I incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. - I promote students' literacy.			
7-4. Active, Motivating, Engaging, Responsive Literacy Instruction – Reflective of... and Based on...	- I provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging. - I provide literacy instruction (and integrated content and literacy instruction) for all students that is responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. - I provide literacy instruction (and integrated content and literacy instruction) for all students that is reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. - I provide literacy instruction (and integrated content and literacy instruction) for all students that is based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.			

7–5. Foundational Skills	Multiple Subject Candidates: ● I develop students' skills in the following: a) print concepts, including letters of the alphabet b) phonological awareness, including phonemic awareness c) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences d) decoding and encoding, including morphological awareness e) text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f) instruction that is structured and organized as well as direct, systematic, and explicit g) connected, decodable text h) Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. ● I advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.			
7–6. Meaning Making	● I engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. ● I engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.			
7–7. Language Development	● I promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. ● I create environments that foster students' oral and written language development, including discipline-specific academic language. ● I enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. ● I conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
7–8. Effective Expression	● I develop students' effective expression as they write, discuss, present, and use language conventions. ● I engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. ● I teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. ● I develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. ● I teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.			

7–9. Content Knowledge	● I promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. ● I teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. ● I promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.			
7–10. Monitor Students' Progress in Literacy Development	● I monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. ● I understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. ● I understand how to appropriately assess and interpret results for English learner students. ● If indicated, I collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language. ● I plan and provide supplemental instruction in inclusive settings. ● I initiate referrals for students who need more intensive support.			
7–11. English Language Development (ELD)	● I provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. ● I understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. ● I use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. ● I provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.			