

TEACHING PERFORMANCE EXPECTATIONS (TPE) STANDARDS EDS PATHWAY PRIMARY COURSES: MULTIPLE SUBJECT CREDENTIAL

We believe that the core competence required of professionals who work in schools is the capacity to assist all children and young adults to participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethic individuals who can make their own lives and the lives of others better. Advanced competence follows for professionals per their specialized roles.

Core competence is accomplished when candidates have mastered a body of disciplinary, pedagogical, and professional knowledge. Additionally, candidates must embody a set of dispositions that make fairness, sensitivity, and child advocacy as natural as breathing. Lastly, candidates must demonstrate a repertoire of teaching and assessment behaviors that stimulate and extend learning for all children.

Advanced competence is accomplished when candidates have mastered a specialized body of knowledge recognized by the profession as essential to their specialized roles; when candidates embody the dispositions necessary to shoulder greater responsibilities in the name of the school; and when candidates perform as problem solvers, as guides, and as leaders.

We support the equality of opportunity in integrated settings of all candidates regardless of age, diversability, race, religion, gender, nation of origin, marital status, sexual orientation, family configuration, or socioeconomic status.

CANDIDATE: _____

ID#: _____

- Each TPE verified through: Observation, Interview, Portfolio, Course, or Workshop
- Archived Documents needed for each TPE Standard

TPE A - Making Subject Matter Comprehensible To Students Standard 1A

Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Reading Language-Arts {Primary Courses: EDS 220, 221, 292}

1A.1 Candidate provides systematic and balanced instruction in reading, writing, speaking, listening (comprehension and production)

1A.2 Candidate understands state-adopted academic content standards

1A.3 Candidate uses textual, functional, and literary texts.

1A.4 Candidate understands that advanced skills depend on a foundation of vocabulary, decoding, and word-recognition skills

1A.5 Candidate uses of literacy assessment linked to instruction

Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Math {Primary Course: EDS 123A/B}

1A.6 Candidate understands state-adopted academic content standards

1A.7 Candidate enables understanding of basic mathematical ideas, skills

1A.8 Candidate helps students solve real-world problems in multiple ways

1A.9 Candidate encourage risk, reward discussion of different strategies

1A.10 Candidate fosters persistence, curiosity, and positive attitudes

Specific Pedagogical Skills for Multiple Subject Teaching Assignments: Science {Primary Course: EDS 124A/B}

1A.11 Candidate understands state-adopted academic content standards

1A.12 Candidate balances between information, concepts, and investigations

1A.13 Candidate emphasizes importance of accuracy, precision, and estimation

Specific Pedagogical Skills for Multiple Subject Teaching Assignments: History-Social Science {Primary Course: EDS 122A/B}

- 1A.14 Candidate understands state-adopted academic content standards
- 1A.15 Candidate teaches basic analytic thinking skills using state-adopted academic content standards
- 1A.16 Candidate uses timelines and maps
- 1A.17 Candidate teaches students how social science concepts and themes provide insights into historical periods and cultures
- 1A.18 Candidate uses multiple strategies to help students understand events and periods

TPE B - Assessing Student Learning Standard 2

Monitoring Student Learning During Instruction {Primary Courses: EDS 122A/B, 123A/B, 124A/B, 220, 221}

- 2.1 Candidate uses progress monitoring at key points to determine achievement of state-adopted academic content standards
- 2.2 Candidate paces instruction and re-teaches based on evidence gathered from questioning students and examining student work
- 2.3 Candidate anticipates, checks for, and addresses common misunderstandings

TPE B – Assessing Student Learning Standard 3

Interpretation and Use of Tests {Primary Courses: EDS 100A/B, 225A/B, 292, EDBM 170, EDTE 421A, 420B}

- 3.1 Candidate uses a variety of informal and formal assessments to monitor progress and plan instruction
- 3.2 Candidate appropriately implements the state-adopted student assessment system
- 3.3 Candidate understands the different types of diagnostic instruments, including entry-level, progress monitoring, and summative assessments
- 3.4 Candidate uses multiple measures, including information from families, to assess student knowledge, skills, and behaviors
- 3.5 Candidate teaches students to use self-assessment strategies
- 3.6 Candidate provides time and guidance for students to practice self-assessment strategies
- 3.7 Candidate can familiarize students with the format of standardized tests
- 3.8 Candidate understands when and how to make test accommodations for students with special-needs
- 3.9 Candidate implements appropriate test accommodations for students with special-needs
- 3.10 Candidate can accurately interpret individual and group assessment data to develop instruction
- 3.11 Candidate can interpret assessment data to identify the level of proficiency of ELLs in English and primary language
- 3.12 Candidate understands potential bias of assessment process and tools
- 3.13 Candidate demonstrates fairness in assessment implementation and evaluation
- 3.14 Candidate gives students useful feedback and keeps records
- 3.15 Candidate can explain to students and families student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived
- 3.16 Candidate can explain to families how to help students achieve the standards

TPE C – Engaging and Supporting Students in Learning Standard 4

Making Content Accessible {Primary Courses: EDS 122A/B, 123A/B, 124A/B, 220, 221, 225A/B, 291A/B, EDBM 170, and EDTE 317, 420B}

- 4.1 Candidate uses instructional materials to reinforce state-adopted academic content standards
- 4.2 Candidate links skill development to students' current level of achievement
- 4.3 Candidate makes sure instructional strategy matches lesson objective and content
- 4.4 Candidate uses written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology to make information clear
- 4.5 Candidate provides time for practice and application
- 4.6 Candidate distinguishes between conversational and academic language
- 4.7 Candidate teaches students to read and comprehend a variety of texts and information sources
- 4.8 Candidate models active learning
- 4.9 Candidate encourages creativity, imagination, motivation, effort
- 4.10 Candidate fosters access and comprehension for all learners
- 4.11 Candidate adjusts lesson design to students' current performance level(s)

TPE C – Engaging and Supporting Students in Learning Standard 5

Student Engagement {Primary Courses: EDS 100A/B, 120A/B, 225A/B, 292, EDBM 170, and EDTE 420B}

- 5.1 Candidate makes instructional objectives explicit
- 5.2 Candidate ensures active and equitable participation
- 5.3 Candidate sure students understand what they are to do and why
- 5.4 Candidate monitors student progress
- 5.5 Candidate examines causes for off-task behavior and strategize
- 5.6 Candidate makes instruction relevant (community resources, student experiences)
- 5.7 Candidate makes stimulating questions
- 5.8 Candidate challenges student ideas
- 5.9 Candidate teaches students to respond to and frame meaningful questions
- 5.10 Candidate fosters access and comprehension for all learners

TPE C – Engaging and Supporting Students in Learning Standard 6A K-3

Developmentally Appropriate Practices in Grades K-3 {Primary Courses: EDS 100A/B, 120A/B, 130A/B, 292, HLSC 136, and/or EDTE 420B}

- 6A.1 Candidate creates a structured day with opportunities for movement
- 6A.2 Candidate is aware of attention spans
- 6A.3 Candidate activities connect with the child's immediate world
- 6A.4 Candidate include hands-on experiences and manipulatives
- 6A.5 Candidate models norms of social interaction
- 6A.6 Candidate understands childhood naïve misunderstandings
- 6A.7 Candidate makes special plans for students who misbehave or have special needs

TPE C – Engaging and Supporting Students in Learning Standard 6B 4-8

Developmentally Appropriate Practices in Grades 4-8 {Primary Course: EDTE 420B}

- 6B.1 Candidate builds on students' basic skills
- 6B.2 Candidate provides intensive support for students who do not meet state-adopted academic content standards
- 6B.3 Candidate teaches from grade level text
- 6B.4 Candidate fosters abstract reason and problem-solving
- 6B.5 Candidate fosters development of learning strategies to meet increased academic demands
- 6B.6 Candidate teaches time management
- 6B.7 Candidate teaches students to work in groups
- 6B.8 Candidate supports students in new roles and responsibilities
- 6B.9 Candidate supports intellectual risks (deals with student error appropriately)
- 6B.10 Candidate distinguishes between misbehavior and over-enthusiasm
- 6B.11 Candidate responds appropriately to students' testing limits

TPE C – Engaging and Supporting Students in Learning Standard 7

Teaches English Learners {Primary Courses: EDS 122A/B, 123A/B, 124A/B, 220, 221, 292, EDBM 170, and/or EDTE 420B}

- 7.1 Candidate applies theoretical principles and instructional practices for comprehensive instruction of English learners involving language and literacy
- 7.2 Candidate is familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion
- 7.3 Candidate implements language and literacy instruction that logically progresses to the grade level reading/language arts program for English speakers
- 7.4 Candidate draws upon knowledge of students' backgrounds (including L1 and L2 assessments of language and literacy) to provide differentiated instruction
- 7.5 Candidate knows how to interact with specialists and para-educators to foster ELD
- 7.6 Candidate uses materials and strategies, including visual and performing arts, to develop students' abilities to comprehend and produce English
- 7.7 Candidate can analyze student error in speech and writing to plan differentiated instruction
- 7.8 Candidate uses comprehensible input to extend ELD
- 7.9 Candidate applies knowledge of theory and practice for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum
- 7.10 Candidate uses systematic instruction to make grade-appropriate curriculum content comprehensible to English learners
- 7.11 Candidate allows students to express meaning in various ways, including L1, and, if available, manage L1 support (para-educators, peers, books)
- 7.12 Candidate uses questioning strategies that model familiar English constructions
- 7.13 Candidate takes cognitive, pedagogical, and individual factors into account in planning lessons for English development and for academic content

TPE D – Planning Instruction and Designing Learning Experiences For Students

Standard 8

Learning About Students {Primary Courses: EDS 100A/B, 130A/B, 225A/B, HLSC 136, EDBM 170, and/or EDTE 420B}

- 8.1 Candidate uses knowledge of human development to understand students
- 8.2 Candidate formally and informally assess students' prior mastery of academic language abilities, content knowledge, and skills to maximize opportunity to learn
- 8.3 Candidate learns about students' abilities, ideas, interests, and aspirations
- 8.4 Candidate encourages and support parents' efforts
- 8.5 Candidate links gender and health to students' behaviors and understand the connection between students' health and ability to learn
- 8.6 Candidate identifies students needing specialized instruction, including students with physical or learning disabilities, health status issues, other unique challenges, gifted

TPE D – Planning Instruction and Designing Learning Experiences For Students

Standard 9

Instructional Planning {Primary Courses: EDS 101, 122A/B, 123A/B, 124A/B, 220, 221, EDBM 170, and/or EDTE 420B}

- 9.1 Candidate plans comprehensive instruction in accordance with state-adopted academic content standards
- 9.2 Candidate establishes long-term and short-term goals for students based on standards and student performance
- 9.3 Candidate uses explicit teaching methods (e.g., direct instruction, inquiry)
- 9.4 Candidate explains abstract concepts concretely.
- 9.5 Candidate understands the purposes, strengths, and limitations of various instructional strategies, including examining student work
- 9.6 Candidate improve successive use of strategies through reflective analysis
- 9.7 Candidate sequences instruction to link content
- 9.8 Candidate uses instructional and/or grouping strategies with materials to meet student learning goals and needs
- 9.9 Candidate connects content to linguistic and cultural backgrounds, experiences, interests of students to ensure comprehensible and meaningful learning
- 9.10 Candidate plans differentiated instruction
- 9.11 Candidate plans for the use of aides, volunteers

TPE E – Creating and Maintaining Effective Environments for Student Learning

Standard 10

Instructional Time {Primary Courses: EDS 120A/B and/or EDTE 420B}

- 10.1 Candidate allocates time in relation to state-adopted academic content standards, instructional goals and scheduled academic tasks
- 10.2 Candidate establishes routines and manage transitions
- 10.3 Candidate adjusts time to optimize opportunities and outcomes for all students

TPE E – Creating and Maintaining Effective Environments for Student Learning

Standard 11

Social Environment {Primary Courses: EDS 101, 120A/B, and/or EDTE 420B}

- 11.1 Candidate develops and maintain clear expectations for academic and social behavior
- 11.2 Candidate promotes engagement and effort
- 11.3 Candidate creates a positive climate
- 11.4 Candidate can write and implement a student discipline plan
- 11.5 Candidate establishes rapport with students and families through caring, respect, and fairness
- 11.6 Candidate responds appropriately to sensitive issues and classroom discussions
- 11.7 Candidate helps students learn to work responsibly with others and independently
- 11.8 Candidate makes changes to social environment to maximize academic achievement for all students

TPE F – Developing as a Professional Educator

Standard 12

Professional, Legal, and Ethical Obligations {Primary Courses: EDS 100A/B, 119, 120A/B, EDBM 104, HLSC 136, EDTE 307, and/or EDTE 420B}

- 12.1 Candidate takes responsibility for academic learning outcomes
- 12.2 Candidate recognizes ways that the teacher's personal values and biases affect student learning
- 12.3 Candidate resists racism and acts of intolerance
- 12.4 Candidate manages time to ensure academic goals are met
- 12.5 Candidate understand laws regarding English learners, gifted, or disabled students, including implications for classroom placement
- 12.6 Candidate re identifies suspected cases of child abuse, neglect, or sexual harassment
- 12.7 Candidate maintains a non-hostile classroom environment
- 12.8 Candidate carries out legal and district guidelines for reporting information
- 12.9 Candidate implements local, state, and federal policy in dealing with violent or inappropriate student behavior
- 12.10 Candidate honors legal and professional obligations to protect the privacy, health, and safety of students, families, colleagues
- 12.11 Candidate models ethical behavior for students
- 12.12 Candidate understands and honor all laws relating to professional misconduct and moral fitness

TPE F – Developing as a Professional Educator

Standard 13

Professional Growth {Primary Courses: EDS 233, EDTE 307, and/or EDTE 421A/420B}

- 13.1 Candidate evaluates teaching practices and subject matter knowledge in light of state-adopted academic content standards
- 13.2 Candidate engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies to improve
- 13.3 Candidate uses reflection and feedback to make and prioritize goals for subject matter knowledge and teaching effectiveness

- **The above Level I TPE standards have been met and, to the best of our knowledge, the information is verified and accurate.**

Candidate Name: _____

Candidate Signature: _____

Date _____

CSUS Advisor: _____

Advisor Signature: _____

Date _____

10/16/03