Template

Program  Multiple Subject Preliminary Teaching Credential
Department  BMED, EDTE, and EDS

Number of students enrolled in the program in Fall, 2011 __

MS EDTE = 118
MS BMED = 43
MS Special Education = Uncertain; most duplicated with Education Specialist Degree

Faculty member completing template  Karen Davis O’Hara  (Date January 31, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?  
[Please limit your response to 200 words or less]

The College of Education has been engaged in an extensive program of restructuring over the last 2.5 years. At the center of this is the streamlining of many of our administrative functions including our approach to assessment. In 2008, we began exploring opportunities to centralize our college efforts and collecting data for assessment of learning goals around a central vision of TEACHing for change, which includes Transformation, Equity and Social Justice, Advocacy, Collaboration, Civic and Community Engagement and Human Capital and Diversity. This overarching vision of students and credential candidates in the College of Education is adopted by all programs. As many of our programs also must adhere to strict regulations of accrediting bodies, these standards are also aimed to integrate within the central assessment system. The college a College of Education has begun work toward hiring a director of assessment within the college to oversee the collection, analysis, and synthesis of assessment data for all programs, integrating with CMS and CTQ data.

Three other important events have occurred recently that change the culture around our teaching credentials: 1) the campus began to implement a new program of assessment of candidates – Performance Assessment for California Teachers (PACT).

http://www.pacctpa.org/_main/hub.php?pageName=Home

All candidates must pass this assessment before they can be recommended to the CTC for a preliminary credential. The addition of this will allow the programs to evaluate in what areas we are best preparing candidates and those that should be re-examined. Because this program has only been
in place for 2.5 years, systematic evaluation has not yet occurred. 2) All credentials had a site visit in November 2011 from the CTC for re-accreditation. In preparing for this, all programs re-evaluated coursework, syllabi, key assignments, etc. to ensure compliance with the standards of the CTC. 3) in the accreditation cycle of CTC, all programs must now submit assessment reports biennially, which report progress of students toward designated learning outcomes, and reports of program improvement.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Programs offering Preliminary Teaching credentials are professional preparation, and are regulated by the California Commission on Teacher Credentialing. As such, the learning outcomes of all candidates are defined by a predetermined set of 13 Teacher Performance Expectations (TPEs). http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

TPEs fall into six primary categories:

a) MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
b) ASSESSING STUDENT LEARNING
c) ENGAGING AND SUPPORTING STUDENTS IN LEARNING
d) PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
e) CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
f) DEVELOPING AS A PROFESSIONAL EDUCATOR

[Please limit your response per outcome to 300 words or less]

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

[Please limit your response to 400 words or less]

Not applicable

4. For each desired outcome indicated in item 2 above, please:
a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

Assessment of TPEs are embedded within the coursework required. Furthermore, when a student is found to be not meeting a TPE either in coursework or in student teaching, an instructor, field supervisor, or cooperating teacher can instigate a “Statement of Concern,”
which addresses the specific concern, as well as the plan for improvement. Students are also given the opportunity to discuss these concerns with the instructor, and the instructor ensures that the improvement plan is met.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

All students must meet all TPEs to be recommended for a credential. Data are collected on all students in the program.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

Because it is not possible to attach artifacts of all TPEs, I have attached only a sampling of the Key Assessments students complete that are referenced in the Biennial report. I have also attached the Biennial reports for both BMED and EDTE Single Subject Programs.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

This is explicitly stated on the Biennial reports (attached).

[Please limit your response to 200 words or less per learning outcome]

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

Data collected from student work, surveys of current and former students as well as our district partners have led to a comprehensive re-conceptualization of the method of delivery of the Multiple Subject Teaching Credential. Assessment of this new program will evaluate any changes in performance, and will be compared to previous Biennial reports.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this
information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

Yes. This systematic data collection is undertaken by the Center for Teacher Quality, a subsidiary of the Chancellor’s office
http://www.calstate.edu/teacherquality/program_outcomes.shtml
CTQ data is collected from teachers in years one and two post-credential, as well as from current employers. These data are then used by the Dean of the College of Education to report to the Chancellor’s office on outcomes and improvement plans. The program is also systematically reviewed at the bi-annual meeting of all CSU Deans of Colleges of Education.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

Yes. Preliminary Credential programs are accredited by the California Commission on Teacher Credentialing. Student learning outcomes are in-line with those required of the CCTC.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

In the current configuration of the College of Education, Single Subject Preliminary teaching credentials are offered within two departments – Department of Bilingual and Multicultural Education and Department of Teacher Education. These programs are currently being redesigned within our new College re-organization to be a single program of study. This new program was undertaken with collaboration of faculty of both departments, as well as input from our regional partner school districts, former students, and other CSU Colleges/Schools of Education.
Bilingual & Multicultural Education: Multiple Subject/BCLAD

COLLEGE OF EDUCATION
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Name of Program: Multilingual/Multicultural Teacher Preparation Program

Credential awarded: Multiple Subject & Multiple Subject BCLAD

Is this program offered at more than one site? No

Program Contact: Kathy Norman, Associate Dean

Phone #: 916-278-4187

E-Mail: knorman@csus.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: Dr. Susan Heredia

Phone #: 916-278-5942

E-Mail: heredias@csus.edu
SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

I. Contextual Information

TABLE 8: Candidates Enrolled and Candidates Completing, Fall 2008-Spring 2010

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Multiple Subject candidates enrolled in BMED program (ELA/BCLAD)</td>
<td>54</td>
<td>52</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Number of Multiple Subject candidates completing the program (ELA/BCLAD)</td>
<td>8/13</td>
<td>16/15</td>
<td>11/7</td>
<td>14/12</td>
</tr>
</tbody>
</table>

Candidates in the Multilingual/Multicultural Teacher Preparation Program-Multiple Subject (MMTPP-MS) complete a comprehensive program that includes standards-based coursework and two semesters of student teaching. The program has an explicit commitment to multicultural/social justice education and to bilingual education. The majority of the candidates are students of color and/or bilingual and significant program resources are directed towards recruiting and supporting diverse candidates. Candidates are admitted into a cohort that completes the majority of program requirements together. As much as possible, candidates are placed in clusters at schools sites where program graduates teach and/or where a significant amount of professional development has been invested in cooperating teachers over the years. Most placements are at schools serving a low income and racially, culturally and linguistically diverse student population where candidates are expected to contribute fully to the student learning in their classrooms and to the other programs in operation at the school. Program faculty make an effort to link course activities with student teaching experiences; in fact, many courses include activities that “push into” partner school classrooms so that candidates experience tight links between theory and practice. All of the courses are taught by tenured/tenure track faculty and the majority of student teaching supervision is also done by these faculty members.

Four important contextual factors and/or changes are noteworthy for the period under review.

- In fall 2008, our program officially implemented SB2042 Standards 19-21 (now standards 17-20). Though we had piloted several pieces of our assessment system in the years prior to fall 2008, this official implementation of the system demanded considerable effort from our program faculty including: (a) significant revisions to the content, format, and grading system for 3 methods courses to incorporate administration of a PACT Content Area Task (CAT); (b) significant revisions to the Fundamentals course series to incorporate support to candidates preparing a PACT Teaching Event; and, (c) adoption, in fall 2009, of TaskStream as a program organizational and data management tool, requiring on-going professional development for faculty members and supervisors and training and a new cost (TaskStream subscription) for candidates.

- During the 2009-2010 year, EDBM118, the second in a two-course series focused on the multicultural foundations of public schooling in the U.S. was changed from a
2 unit course to a 3 unit course. During fall 2010, this course will also change its grading structure, from “credit/no credit” to graded.

- Beginning in Spring 2009, our department became the “home” campus for an international (Mexico) BCLAD program. Among other variables, this designation results in a small cohort (7-12 candidates thus far) integrating into our state-side program in the spring semester of each year.
- Our program has had to make significant and subtle adjustments to respond to the state’s on-going fiscal crisis and shrinking enrollments in teacher preparation programs including: (a) limits on instructional time and supervision during the 09-10 furlough year, (b) increasing class sizes, and (c) reducing extra-curricular activities that were previously completed to strengthen cohort cohesion and professional development for candidates (e.g., Ropes course, conference attendance, etc.).

II. Candidate Assessment/Performance and Program Effectiveness Information

Table 9 below identifies the key assessments that we use to make critical decisions about candidate competence.

**TABLE 9: Key Assessments for the MMTPP-MS**

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Type of Assessment</th>
<th>When administered</th>
<th>Details about administration</th>
<th>Learning Outcomes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACT Teaching Event &amp; CATs*</td>
<td>Summative</td>
<td>End of program or end of course (CATs)</td>
<td>Trained scorers assess work based on a standard rubric</td>
<td>All TPEs</td>
</tr>
<tr>
<td>Student Teaching Evaluations</td>
<td>Formative and Summative</td>
<td>Mid-term and end of term, Semester 1 and Semester 2**</td>
<td>Individual supervisors observe candidates and use resulting evidence to make judgments based on 4 point rubric</td>
<td>All TPEs organized into sub categories</td>
</tr>
</tbody>
</table>

*CAT data available for Spring 2010 completers only
**Final evaluations for Semester 1 and 2 included here
In Tables 10A-10C below, we present data from the PACT assessment system for the period under review.

**Table 10A: Strengths and Weaknesses for the Multiple Subject Program from 2009-2010 PACT Content-Area Tasks (CATs)**
(Rubric from 0-4, Passing score = 50% of rubrics at level 2)

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>1st Time Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-Planning 1</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Science-Planning 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science-Planning 3</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Social Studies-Planning 1</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Social Studies-Planning 2</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Social Studies-Planning 3</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Math-Assessment 1</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>Math-Assessment 2</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Math-Assessment 3</td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

**Table 10B: PACT Teaching Event Scores for Bilingual Elementary Literacy, Spring 2009-Spring 2010**
(Average Score for Cohort; Rubric from 0-4, Holistic passing score = majority of rubrics above level 2)

<table>
<thead>
<tr>
<th>Term</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>I1</th>
<th>I2</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>R1</th>
<th>R2</th>
<th>AL1</th>
<th>AL2</th>
<th>1st time pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>3</td>
<td>3.2</td>
<td>2.9</td>
<td>3.1</td>
<td>2.7</td>
<td>2.8</td>
<td>2.8</td>
<td>2.6</td>
<td>2.9</td>
<td>3.2</td>
<td>2.5</td>
<td>3.09</td>
<td>100%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2.7</td>
<td>3.2</td>
<td>3</td>
<td>3.2</td>
<td>2.8</td>
<td>2.8</td>
<td>2.5</td>
<td>2.8</td>
<td>2.5</td>
<td>2.7</td>
<td>2.2</td>
<td>2.8</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>2.8</td>
<td>2.6</td>
<td>2.6</td>
<td>2.3</td>
<td>2.5</td>
<td>2.4</td>
<td>2.4</td>
<td>2.3</td>
<td>2.4</td>
<td>2.4</td>
<td>2.4</td>
<td>2.2</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Table 10C: PACT Teaching Event Scores for Elementary Literacy, Spring 2009-Spring 2010**
(Average Score for Cohort; Rubric from 0-4, Holistic passing score = majority of rubrics above level 2)

<table>
<thead>
<tr>
<th>Term</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>I1</th>
<th>I2</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>R1</th>
<th>R2</th>
<th>AL1</th>
<th>AL2</th>
<th>1st time pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>3.1</td>
<td>3</td>
<td>3.1</td>
<td>2.8</td>
<td>2.9</td>
<td>2.9</td>
<td>2.7</td>
<td>2.4</td>
<td>2.8</td>
<td>2.9</td>
<td>2.5</td>
<td>2.9</td>
<td>93%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2.6</td>
<td>2.8</td>
<td>2.5</td>
<td>2.4</td>
<td>2.1</td>
<td>2.5</td>
<td>2.2</td>
<td>2.5</td>
<td>2.2</td>
<td>2.4</td>
<td>1.5</td>
<td>2.2</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>2.5</td>
<td>2.4</td>
<td>2.3</td>
<td>2.5</td>
<td>2.6</td>
<td>2.5</td>
<td>2.4</td>
<td>2.3</td>
<td>2.6</td>
<td>2.6</td>
<td>2.1</td>
<td>2.0</td>
<td>100%</td>
</tr>
</tbody>
</table>
Tables 11 and 12 display data related to candidates’ performance in student teaching, as ascertained at the end of their first semester of student teaching and again at the end of their second and final semester of student teaching.

**TABLE 11: Student Teaching Evaluations – BCLAD Candidates**

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F08 completers-S1/S2</td>
</tr>
<tr>
<td>Preparation</td>
<td>3.1 / 3.8</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>3.0 / 3.8</td>
</tr>
<tr>
<td>Comprehensible Input</td>
<td>3.1 / 3.8</td>
</tr>
<tr>
<td>Interaction</td>
<td>2.8 / 3.8</td>
</tr>
<tr>
<td>Practice/Application</td>
<td>3.0 / 3.9</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>3.0 / 3.8</td>
</tr>
<tr>
<td>Strategies</td>
<td>3.0 / 3.9</td>
</tr>
<tr>
<td>Assessment</td>
<td>2.8 / 3.7</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3.3 / 4.0</td>
</tr>
</tbody>
</table>

*Due to an unusually small number of candidates in either BCLAD or ELA programs, the student teaching evaluation averages for this group are combined.

**TABLE 12: Student Teaching Evaluations – ELA Candidates**

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F08 completers-S1/S2</td>
</tr>
<tr>
<td>Preparation</td>
<td>3.0 / 3.9</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>3.0 / 3.9</td>
</tr>
<tr>
<td>Comprehensible Input</td>
<td>3.9 / 3.8</td>
</tr>
<tr>
<td>Interaction</td>
<td>3.9 / 3.8</td>
</tr>
<tr>
<td>Practice/Application</td>
<td>3.0 / 3.8</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>3.0 / 3.9</td>
</tr>
<tr>
<td>Strategies</td>
<td>3.0 / 3.8</td>
</tr>
<tr>
<td>Assessment</td>
<td>2.9 / 3.8</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3.3 / 3.9</td>
</tr>
</tbody>
</table>
*Due to an unusually small number of candidates in either BCLAD or ELA programs, the student teaching evaluation averages for this group are combined.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

In addition to these performance indicators, the CSU system has conducted an annual survey of program completers after their first year of employment and their supervisors. These data have not been readily available at the program level on our campus. However, the department chairs have viewed general reports related to our campus as a whole. These reports indicate that while our programs excel in certain areas (preparation to teach specific content areas, preparation in reading instruction at the elementary levels, for example), there are specific areas that need focused attention including: (a) teaching students with special needs; (b) teaching English learners; and (c) using community resources.

III. Analysis of Candidate Assessment Data

In Section II above, we displayed data related to candidate performance on the PACT-CATs, PACT-Teaching Event, and two administrations of our student teaching evaluation. Each semester, program faculty discuss these data in conjunction with reflections from faculty, supervisors, and PACT scorers involved in aspects of our assessment system. These discussions allow us to make sense of the data and to use these insights to identify appropriate changes designed to improve our candidates’ experience and their performance outcomes. We discuss each assessment tool in the text below.

PACT ASSESSMENT SYSTEM – CATs: During the period under review, the Science and Social Studies CATs were administered during the first semester of the program. Theoretical frameworks for instructional planning are emphasized during this first semester and while theories and strategies for pupil assessment are introduced in this first semester, they are not emphasized as much as basic approaches to instructional planning are. In the second semester, pupil assessment becomes a primary focus in key methods coursework as well as in student teaching supervision. This program sequencing is certainly evidenced in the CAT scores, which are reasonable for first semester candidates in the basic elements of instructional planning (planning 1 and 2) but much weaker in the area of designing assessments (planning 3). By the second semester, candidates appear to have developed capacity in terms of their capacity to implement and make use of high quality pupil assessments, as evidenced by the Math Assessment CAT scores.

The faculty noted the distinct differences in first time pass rates across the CATs. We were not able to do a more detailed analysis of these data for this report, but possible explanatory factors related to both the newness of supporting candidates to complete the CATs on the part of our faculty instructors and/or expected variations in candidate competence and development. As we develop a more robust database of scores related to the CATs and the Teaching Event, we will be in a position to conduct more in-depth analysis of trends in these scores.
PACT ASSESSMENT SYSTEM – TEACHING EVENTS: In general, our candidates have strengths in all aspects of planning, monitoring pupil learning during instruction (instruction 2), analyzing assessments of pupil learning, and reflecting on teaching. They have uneven performance in terms of actively engaging pupils in instruction and providing timely feedback to students. They are relatively weak in designing appropriate assessments. They appear proficient in implementing strategies for academic language development, but less adept at identifying the language demands and features of their lessons.

The entire BMED faculty had an opportunity to review these data and discuss their interpretations. In addition to analyzing these data, faculty who scored the Teaching Events (about ½ of all BMED faculty) shared their impressions of the quality of candidate work on this performance assessment. Their empirical data matched the quantitative data and provided additional insight into some of the areas of strength as well as areas for improvement. While we do not yet have enough experience with this assessment and because the contextual variables change each semester, we do, nevertheless, see some consistent strength in planning and usually also in instruction. We also see a continued need to improve elements of our program (coursework and student teaching) so that candidates develop a deeper understanding of pupil assessment and of frameworks and strategies for academic language development.

EVALUATION OF STUDENT TEACHING: In addition to data collected through the PACT system, our candidates are evaluated during both of their student teacher semesters. The evaluation protocol is based on the TPEs and also incorporates elements of the Structured Instructional Observation Protocol (SIOP), documented through research to be an effective framework for teachers of English Learners. This evaluation tool has 43 elements. Because of its length, not all elements are reported in this report; rather, we have combined elements into appropriate sub-scales and the average scores for those subscales are displayed in Tables 11 and 12.

Several trends can be identified in the data. First, there are distinct differences in all sub-categories between candidates’ performance in the first semester of student teaching compared with the second; in all cases, their performance improves. This is true for both BCLAD and ELA candidates. Second, the candidates appear to be in command of a reasonable knowledge base with regard to instructional strategies, since this is a category that is consistently higher relative to other categories, in both the first and second semesters of student teaching. Third, candidates appear to comport themselves in a professional manner and consistently receive high evaluations for their ability to reflect, collaborate, and act in a respectful manner with diverse colleagues and students. Finally, relative to other categories, assessment appears to be a category where candidates neither begin with as solid of a knowledge base as we would like nor do they appear to demonstrate as much growth.

IV. Use of Assessment Results to Improve Candidate and Program Performance

Our faculty review program assessment data each semester. In the narrative below, we describe the faculty’s analysis from each of the two years from the period under review, identifying program changes that were proposed and providing an update of the status of their implementation.
During the 2008-09 review of program assessment data, we concluded that we needed to make several changes to our MS program including:

- Provide dedicated time and support in the program and/or courses for Teaching Event preparation. *Update:* In addition to changes in the content of our Fundamentals course series (examination of PACT rubrics, critical analysis of PACT prompts, etc.), the program faculty created a one-week break during the 12th week of the semester – class sessions, student teaching and assignments were not required during this week so that candidates could focus intently on finalizing their Teaching Event materials.

- Increase articulation and efficiency between courses and course instructors so that the PACT support system for candidates functions effectively. *Update:* The instructors collapsed assignments, coordinated on assignments, and collaborated on grading criteria for assignments so that a core assignment would be required in more than one class, with extra modules added on to address requirements of specific classes. (For example, a modified PACT Context Task is now also required in EDBM 118 and lesson plans developed for the Teaching Event can also be submitted for credit in several courses.)

- Align PACT CATs so that they are better coordinated with coursework and are more developmentally appropriate. *Update:* The focus of the CATs was shifted with input from course instructors. Candidates who began the program in fall 2009 experienced a different sequence of assessments. (For example, a Planning-focused CAT is now aligned with the science methods course, a first semester class that has an extensive guided field experience with science curriculum development as a key activity.)

Our review of the 2009-2010 data indicate that the following modifications should be made for the 2010-2011 academic year:

- The major assessment tools used by the MS program faculty continue to identify assessment of pupil learning and full integration of academic language development strategies as areas for continued improvement. At the year-end faculty retreat, the program faculty conducted a careful analysis of each course and identified ways in which we could strengthen and tighten our focus on these two components. These discussions, which were informed by the quantitative and qualitative data mentioned above, led to course and program modifications that include a more deliberate sequencing of these two important components such that the faculty is more clear about how and when key concepts are introduced to students, the kinds of readings, assignments and activities that will be used to deepen their understanding of these components, and when and how we should be expecting to see candidates demonstrating appropriate levels of knowledge about these components in assignments and in student teaching. This discussion resulted in an updated master calendar of assignments and activities that faculty will adhere to as they plan their courses for the 2010-2011 year. [NOTE: Analysis of candidate outcome data occurred simultaneous with a review of the program and its alignment to new BCLAD program standards. We anticipate that many of the program improvements arising from the data will also contribute to a new BCLAD program document currently in preparation.]

- In-depth and correlational analyses of each of our key MS assessments to determine how best to use these data in formative and summative ways, both for the purposes of advising/instructing candidates and for making program changes. *Update:* by the end of fall 2010, we should be fully transitioned into using TaskStream to store all of our
candidate performance data. Having the data available in this format will greatly facilitate this kind of performance data analysis.

- Based on informal student feedback to instructors, it appears that the program modifications made for 2009-2010 have resolved some issues identified in earlier cycles of program assessment. While the candidates are still fairly anxious about preparing the Teaching Event, we feel the one week break does alleviate their stress, as much as is possible with a high-stakes assessment. We intend to continue with this practice.

- The adjustment of the CATs reduced some of the internal tension present previously. We will continue with the current organization of the CATs.
Teacher Education: Multiple Subject
Commission on Teacher Credentialing
Biennial Report
Academic Years 2008-10

Program documented in this report:  Multiple Subject Credential Program
Department of Teacher Education

Credential awarded:  Multiple Subject

Is this program offered at more than one site?  Yes

If yes, list all sites at which the program is offered:
California State University Sacramento, 6000 J St., Sacramento, CA 95819

Elk Grove Center
Classes held at CSUS campus during this time period

Folsom Cordova Center:
Rancho Cordova Elementary
Folsom Cordova Unified School District
2562 Chassella Way
Rancho Cordova, CA  95670

Placer Center:
Barrett Ranch School
Dry Creek Joint Elementary School District
7720 Ocean Park Drive
Antelope, CA 95843

San Juan Center:
Kingswood Elementary School
San Juan Unified School District
5700 Primrose Dr
Citrus Heights, CA 95610

Twin Rivers Center:
Oakdale Elementary School
Twin Rivers Unified School District
3708l Myrtle Ave
North Highlands, CA 95660

Urban Teacher Education Center:
Jedediah Smith Elementary School
Sacramento City Unified School District
401 McClatchy Way
Sacramento, CA 95818

Program Contact: Kathy Norman, Associate Dean

Phone #: 916-278-4187
E-Mail: knorman@csus.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: Robert Pritchard, Former Chair, Department of Teacher Education

Phone #: 916-278-4587
E-mail: pritchard@csus.edu
I. CONTEXTUAL INFORMATION

Table 1

<table>
<thead>
<tr>
<th></th>
<th>F 2008/F 2009</th>
<th>S 2009/S 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students or candidates enrolled</td>
<td>282/252</td>
<td>232/213</td>
</tr>
<tr>
<td>Number of students graduating or candidates completing the program</td>
<td>99/68</td>
<td>98/127</td>
</tr>
</tbody>
</table>

- General information to help reviewers understand the program and the context in which it operates.

Our program is offered in 2 and 3 semester sequences. During the 2008-2010 academic years all candidates were admitted to one of six cohorted groupings called centers. Centers are associated with a particular local school district where the majority of coursework and fieldwork is situated and where strong partnerships with mentor teachers exist. This field-based approach often provides additional dimensions to program themes. As a result, some of our programs have distinct foci, such as urban education or professional development schools.

II. Candidate Assessment/Performance and Program Effectiveness Information

a. Primary Candidate Assessments 2008-2010

This section of the report will focus on seven key assessments that were used during the 2008-2010 academic years to make critical decisions about candidate competence prior to being recommended for a credential.

1) Community Study (Embedded Signature Assessment for EDTE 117 – Foundational Issues in a Pluralistic, Multicultural Society): Effective classroom teachers understand the larger community context in which their school is located, and use that information and understanding to improve their instruction. In this signature assignment candidates complete a “School - Community Study” in which they examine a multi-lingual multi-ethnic school and its surrounding community. Candidates demonstrate an ability to use anthropological approaches including field observation, data collection and analysis and the development and use of theoretical frameworks for understanding the strengths, needs and resources of a school and community.

2) Math Mini-PACT (Embedded Signature Assignment for EDTE 314 – Mathematics Curriculum and Instruction for the Diverse K-8 Classroom): Candidates design a 3-5 day math unit that includes full, detailed lesson plans, assessment plans, and written commentaries. Five “tasks” make up the signature assignment; however, the primary focus of the mini-PACT is the Instruction task. Candidates are required to videotape their mathematics teaching and select a five-minute clip that encompasses particular elements. A detailed rubric is provided to guide their planning and commentaries.
3) **Science Content Area Task I (CAT I):** For the *Planning Instruction & Assessment* task candidates identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for a 3-5 lesson learning segment in Science. The 3-5 lessons in the learning segment should develop students’ abilities to comprehend and/or compose text through the use of literacy skills and strategies. Candidates also identify objectives for developing academic language, taking into account students’ prior language development and the language demands of the learning tasks and assessments. Finally candidates select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students’ learning during the learning segment. Activities and experiences related to this assignment occur in EDTE 316 – Science Curriculum and Instruction for the Diverse K-8 Classroom.

4) **Social Studies Content Area Task II (CAT II):** For the *Planning Instruction & Assessment* task candidates identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for a 3-5 lesson learning segment in History/Social Studies. The 3-5 lessons in the learning segment should develop students’ abilities to comprehend and/or compose text through the use of literacy skills and strategies. Candidates also identify objectives for developing academic language, taking into account students’ prior language development and the language demands of the learning tasks and assessments. Finally candidates select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students’ learning during the learning segment. Activities and experiences related to this assignment occur in EDTE 315 – History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom.

5) **Language & Literacy Content Area Task III (CAT III):** The Assessment of Student Learning task requires candidates to diagnose student learning needs through an analysis of student work samples. It provides evidence of each candidate’s ability to a) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; b) analyze student performance on an assessment in relation to student needs and the identified learning objectives; c) provide feedback to students; and d) use the analysis to identify next steps in instruction for the whole class and individual students. For this assignment candidates (1) select one student assessment from the learning segment and analyze student work using evaluative criteria (or a rubric); (2) Identify three student work samples that illustrate class trends in what students did and did not understand; and (3) Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, and identifies next steps in instruction. Activities and experiences related to this assignment occur in either EDTE 319A or 319B – Language and Literacy (I or II) for the Diverse K-8 Classroom.

6) **Final Student Teaching Evaluation:** Student teaching evaluation protocol containing 43 items with a 5-point rubric administered by supervisor or trained collaborating teacher. This instrument is based on the Sheltered Instruction Observation Protocol and is aligned with the Teaching Performance Expectations. It is used as a summative evaluation for the program.
7) PACT Teaching Event (Capstone Assessment): In the Teaching Event, Candidates show the strategies they use to make mathematics accessible to students, and how they support students in learning to read, write, and use academic language. Candidates explain the thinking underlying their teaching decisions and analyze the strategies they use to connect students with the content you are teaching. Candidates examine the effects of their instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs. Candidates begin by developing a set of lessons (about one week of instruction) that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. The learning segment must include learning objectives for both the curriculum content and the development of academic language related to that content. Candidates are required to submit lesson plans, copies of instructional and assessment materials, one or two video clips of their teaching, a summary of whole class learning, and an analysis of student work samples. They also write commentaries describing their teaching context, analyzing their teaching practices, and reflecting on what they learned about their teaching practice and their students’ learning. Each candidate is required to clearly demonstrate how their practice meets the California Teaching Performance Expectations (TPEs). Support for completion of the Teaching Event is provided in the EDTE 332 course.

Table 2 provides additional details about the nature of each key assessment.
<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Formative/Summative</th>
<th>When administered</th>
<th>Details about Administration</th>
<th>Alignment with TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Community Study</td>
<td>Formative</td>
<td>End of first semester</td>
<td>Individual faculty members assess candidate work based on a standard 3-point rubric with 3 criteria designed by a faculty group.</td>
<td>TPEs 5,6,7,8,9,11,12</td>
</tr>
<tr>
<td>Assessment #2: Mini-PACT</td>
<td>Formative</td>
<td>End of Math methods course</td>
<td>Individual faculty members assess candidate work based on a standard 4-point rubric with 5 criteria designed by a faculty group.</td>
<td>TPEs 1, 2, 4, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Assessment #3: Planning Content Area Task (CAT) for Science</td>
<td>Formative</td>
<td>End of Science methods course</td>
<td>Individual faculty members assess candidate work based the PACT 4-point rubric with 3 criteria designed by PACT.</td>
<td>TPEs 1,2,3,4,5,6,7,8, 9</td>
</tr>
<tr>
<td>Assessment #4: Planning Content Area Task (CAT) for Social Studies</td>
<td>Formative</td>
<td>End of Social Studies methods course</td>
<td>Individual faculty members assess candidate work based the PACT 4-point rubric with 3 criteria designed by PACT.</td>
<td>TPEs 1,2,3,4,5,6,7,8, 9</td>
</tr>
<tr>
<td>Assessment #5: Assessment Content Area Task (CAT) for Language &amp; Literacy.</td>
<td>Formative</td>
<td>End of Language &amp; Literacy methods course</td>
<td>Individual faculty members assess candidate work based the PACT 4-point rubric with 3 criteria designed by PACT.</td>
<td>TPEs 1,2,3,4,5,6,7,8, 9</td>
</tr>
<tr>
<td>Assessment #6: Student Teaching Evaluation</td>
<td>Summative</td>
<td>End of Final Student Teaching Semester</td>
<td>43 item student teaching evaluation with a 5 point rubric administered by supervisor or trained collaborating teacher. Items are grouped under four areas preparation, instruction, assessment, professionalism.</td>
<td>All TPEs and the Structured Instructional Observation Protocol (SIOP)</td>
</tr>
<tr>
<td>Assessment #7: PACT Teaching Event</td>
<td>Summative</td>
<td>End of Final Semester</td>
<td>Candidates show the strategies they use to make mathematics accessible to students, and how they support students in learning to read, write, and use academic language. The Teaching Event consists of 5 distinct tasks as depicted in Table 5.</td>
<td>All TPEs</td>
</tr>
</tbody>
</table>
In Table 3 below, we summarize the data related to completer performance as measured by the four key assessments detailed in Table 2.

Table 3: Aggregate Data on Completer Performance

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Community Study</td>
<td>Criteria 1: Critical Components - understanding of the critical components necessary for the creation of an positive classroom community by providing good details/variety of examples in overall plan.</td>
<td>3.00/3.00</td>
<td>None/3.00</td>
</tr>
<tr>
<td></td>
<td>Criteria 2: Various Strategies - understanding from research and theory about effective implementation of management strategies by providing good details/variety of examples in overall plan.</td>
<td>3.00/3.00</td>
<td>None/2.35</td>
</tr>
<tr>
<td></td>
<td>Criteria 3: Reflect and Question - ability to evaluate and reflect in depth on how one’s own assumptions and values affect choices one makes; poses significant questions and offers thoughtful insights.</td>
<td>3.00/3.00</td>
<td>None/2.96</td>
</tr>
<tr>
<td>Assessment # 2: Mini-PACT</td>
<td>Criteria 1: How do the plans support students’ development of conceptual understanding, computational/procedural fluency, and mathematical reasoning skills?</td>
<td>2.92/2.51</td>
<td>1.76/2.34</td>
</tr>
<tr>
<td></td>
<td>Criteria 2: How does the candidate actively engage students in their own understanding of mathematical concepts and discourse?</td>
<td>2.67/2.62</td>
<td>1.96/2.21</td>
</tr>
<tr>
<td></td>
<td>Criteria 3: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?</td>
<td>2.54/2.64</td>
<td>1.84/2.06</td>
</tr>
<tr>
<td></td>
<td>Criteria 4: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?</td>
<td>2.00/2.18</td>
<td>2.12/2.04</td>
</tr>
<tr>
<td></td>
<td>Criteria 5: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?</td>
<td>2.00/2.07</td>
<td>1.88/2.12</td>
</tr>
<tr>
<td>Assessment #3: Planning Content Area</td>
<td>ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS ES1: How do the plans support student</td>
<td>2.50/3.14</td>
<td>3.08/3.97</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Task (CAT) for Science</td>
<td>learning of scientific concepts and inquiry skills in developmentally appropriate ways?</td>
<td>2.50/3.14</td>
<td>3.08/3.97</td>
</tr>
<tr>
<td></td>
<td>MAKING CONTENT ACCESSIBLE ES2: How do the plans make the curriculum accessible to the students in the class?</td>
<td>2.63/3.08</td>
<td>2.89/3.94</td>
</tr>
<tr>
<td></td>
<td>DESIGNING ASSESSMENTS ES3: What opportunities do students have to demonstrate their understanding of the standards and learning objectives?</td>
<td>2.33/3.12</td>
<td>2.94/3.97</td>
</tr>
<tr>
<td>Assessment #4: Planning Content Area Task (CAT) for Social Studies</td>
<td>ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS EH1: How do the plans support student learning of developmentally appropriate analytic reasoning skills in history or social science?</td>
<td>2.70/None</td>
<td>3.23/3.23</td>
</tr>
<tr>
<td></td>
<td>MAKING CONTENT ACCESSIBLE EH2: How do the plans make the curriculum accessible to the students in the class?</td>
<td>2.70/None</td>
<td>3.26/3.22</td>
</tr>
<tr>
<td></td>
<td>DESIGNING ASSESSMENTS EH3: What opportunities do students have to demonstrate their understanding of the standards/objectives?</td>
<td>2.85/None</td>
<td>3.20/3.17</td>
</tr>
<tr>
<td>Assessment #5: Assessment Content Task (CAT) for Language &amp; Literacy.</td>
<td>ANALYZING STUDENT WORK FROM AN ASSESSMENT EL6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?</td>
<td>2.00/None</td>
<td>1.84/3.13</td>
</tr>
<tr>
<td></td>
<td>USING ASSESSMENT TO INFORM TEACHING EL7: How does the candidate use the analysis of student learning to propose next steps in instruction?</td>
<td>2.00/None</td>
<td>1.80/3.01</td>
</tr>
<tr>
<td></td>
<td>USING FEEDBACK TO PROMOTE STUDENT LEARNING EL8: What is the quality of feedback to students?</td>
<td>2.00/None</td>
<td>1.92/2.57</td>
</tr>
<tr>
<td>Assessment #6: Student Teaching Evaluation-</td>
<td>43 items with a 5 point rubric aligned to TPEs and SIOP addressing planning, instruction, assessment, academic language, classroom environment, and professionalism.</td>
<td>3.04/3.04</td>
<td>3.67/3.67</td>
</tr>
</tbody>
</table>
### Assessment Tools

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Final Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #7: PACT Teaching Event</td>
<td>Area I: Planning</td>
<td>None/2.41</td>
<td>2.55/2.67</td>
</tr>
<tr>
<td></td>
<td>Area II: Instruction</td>
<td>None/2.31</td>
<td>2.17/2.51</td>
</tr>
<tr>
<td></td>
<td>Area III: Assessment</td>
<td>None/2.21</td>
<td>2.30/2.48</td>
</tr>
<tr>
<td></td>
<td>Area IV: Reflection</td>
<td>None/2.30</td>
<td>2.16/2.51</td>
</tr>
<tr>
<td></td>
<td>Area V: Academic Language</td>
<td>None/1.92</td>
<td>1.85/2.15</td>
</tr>
</tbody>
</table>

b. Additional information about candidate and program completer performance or program effectiveness collected and analyzed that informs program decision making.

At this time, the data displayed above is the primary data we use to assess our candidates and program completers.

### III. Analysis of Candidate Assessment Data

In this section, we discuss the data displayed in Table 3. We focus our discussion on the strengths and areas for improvement revealed by the analysis of these data.

**Strengths:**

a. Student/candidate learning and performance: Student performance on the Embedded Signature Assignments and Content Area Tasks reveal a high degree of success in the areas assessed by those assignments. Particular strengths are seen in the areas of the community study, planning for instruction, and some aspects of assessment.

b. Program effectiveness: Student strengths are reflective of programmatic strengths in the areas noted in a. above. These results, coupled with those from final student teaching evaluations and PACT Teaching Events, indicate that there is a strong connection between theory and practice. Program faculty believe that the fieldwork component that is built into each methods course is a strong contributor to this finding.

**Areas for improvement:**

a. Student/candidate performance and program effectiveness: Two areas emerge from an analysis of the data. First, Using Feedback to Promote Student Learning is the one assessment item that faculty need to find more successful ways to address. The literacy methods course faculty, who have the most direct responsibility for this item, have
already met to develop practices that can be infused into their courses (EDTE 319A and EDTE 319B) that will strengthen student performance in this area. Second, faculty are monitoring the relationship between student performance on the five mini-PACT criteria and student performance on those same criteria when they appear on the PACT Teaching Event. Preliminary analyses indicate that in some areas students are not exhibiting growth. During the next academic semester (Fall 2010) these areas will be monitored carefully to determine if this is in fact a trend which indicates some programmatic issue. If it does, faculty will work collaboratively in Spring 2011 to address it.

IV. Use of Assessment Results to Improve Candidate Performance and Program Effectiveness

The multiple subject program faculty members have met on a regular basis to review program data and discuss revisions as necessary in order to ensure that candidates have every chance at addressing potential problem areas. One area of concern, for example, has been whether or not candidates possess the necessary skills and pedagogical understanding related to assessing student learning. Even though results for Assessment # 5 (which requires using assessment data to analyze student learning) are positive, other indicators suggest that candidates’ assessment skills need to be strengthened. As a result, the program is looking for ways to integrate more assessment pedagogy into its courses. Gradually, course content is being revised to assure that the following competencies are addressed: (1) Designing assessments, (2) Monitoring student learning during instruction, (3) Analyzing student work from assessments, (4) Using assessments to inform teaching, and (5) Using feedback to promote student learning. Particular emphasis has been placed on item (5) since scores on this item lag behind those of the other items.

Another pattern that emerged based on an analysis of data generated by Assessments 3 and 4 is an improvement in candidate ability to plan and implement instruction. A more focused unit designing component has been built into the Science Methods, Social Studies Methods, and Math Methods courses, where candidates plan instructional units integrating multiple models of instruction, theoretical approaches and strategies to support differentiated instruction. The impact of these changes can be seen in the improved scores from the last assessment cycle.

Data from Assessment 5 and 7 suggest a need to strengthen instruction in developing students’ academic language, which has prompted the faculty to investigate what academic language means and how it can be integrated into coursework and student teaching across the program. In addition to integrating academic language concepts and strategies into coursework and student teaching, future Embedded Signature Assignments (ESA) and Content Area Tasks (CATs) will contain rubrics indicating specific criteria for academic language. Further, the PACT Teaching Event will be used as a summative assessment, in which academic language is assessed.

Finally, further investigation is needed to determine whether the ESAs are predictive of TE performance and performance in student teaching. Previous analyses revealed that candidates typically scored higher on the ESAs than on the TE. We believe this was related to the fact that candidates are generally allowed to revise and correct their work on ESAs, as achieving mastery is the primary objective. Thus, the scores tend to reflect the process of revision and therefore, candidates usually do very well on their ESA assessments. The faculty has continually revised
the ESAs as necessary to assure validity, and in the 2008-2010 academic year new ESAs that are aligned with PACT Teaching Event Rubrics were implemented. These ESAs (also called Content Area Tasks (CATs)) were evaluated with TE rubrics and provided better insights into necessary remediation along with better predictability of Teaching Event success.

The plan as we move forward is to use the report data we run from TaskStream to look at outcomes programmatically. We will mainly utilize TaskStream functions which allow us to aggregate data aligned with each TPE, and examine how well candidates are reaching that outcome. In addition, we plan to examine if our revised signature assignments and PACT tasks are being assessed consistently across multiple sections of each course. We also plan to continue to explore how the signature assignments (formative assessments) are helping to prepare the students for the capstone assignment (summative assessment). We need to work on refining the assignments and corresponding rubrics to improve this process.
California’s Teaching Performance Expectations

The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of the Teaching Performance Assessment. The full text of the TPEs is provided below for reference.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand 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. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand 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. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, 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.
Teaching Mathematics in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable 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. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment
Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help 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.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand 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. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand 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. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach 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. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, 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.

Teaching Mathematics in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and
maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help 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.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

**Teaching Agriculture in a Single Subject Assignment**
Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students’ cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**Teaching Art in a Single Subject Assignment**
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.
Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist’s intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Teaching Business in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CCTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students’ skills and abilities.

Teaching Health Science in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy
behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California’s diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

**Teaching Home Economics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

**Teaching Industrial and Technology Education in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.
Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

Teaching Language Other Than English in a Single Subject Assignment
Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four languages skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

Teaching Music in a Single Subject Assignment
Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other
academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

**Teaching Physical Education in a Single Subject Assignment**

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students’ cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

### B. ASSESSING STUDENT LEARNING

**TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work.
They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating
questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**TPE 6: Developmentally Appropriate Teaching Practices**

**Background information for TPE 6:** TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.
TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students’ individuality while being sensitive to what being "different” means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement 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. They draw 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. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.2 They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

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2 Teachers are not expected to speak the students’ primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students’ primary language skills, to support their learning of English and curriculum content.
Candidates understand how cognitive, pedagogical and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

**D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

**TPE 8: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify 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**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish 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. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect 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. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand 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. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.
**TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.