California’s *Teaching Performance Expectations* At A Glance

(*with salient features*)

A. Making **Subject Matter** Comprehensible to Students

**TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction**

a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

B. **Assessing** Student Learning

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

- Determining student progress toward achieving the state-adopted academic content standards
- Using instructional strategies and techniques to support students’ learning

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

- Understanding a range of assessments
- Using and interpreting a range of assessments
- Giving feedback on assessment results

C. **Engaging and Supporting** Students in Learning

**TPE 4 – Making Content Accessible**

- Addressing state-adopted academic content standards
- Prioritizing and sequencing content
- Selecting and using various instructional strategies, activities, and resources to facilitate student learning

**TPE 5 – Student Engagement**

- Understanding of academic learning goals
- Ensuring active and equitable participation
- Monitoring student progress and extending student thinking

**TPE 6 Developmentally Appropriate Teaching Practices**

a. Developmentally Appropriate Practices in Grades K-3

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

b. Developmentally Appropriate Practices in Grades 4-8

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

c. Developmentally Appropriate Practices in Grades 9-12

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences
TPE 7 – Teaching English Learners
- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

D. Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning about Students
- Understanding child and adolescent development
- Understanding how to learn about students
- Using methods to learn about students
- Connecting student information to learning

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

E. Creating and Maintaining Effective Environments for Student Learning
TPE 10 – Instructional Time
- Allocating instructional time
- Managing instructional time

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

F. Developing as a Professional Educator
TPE 12 – Professional, Legal, and Ethical Obligations
- Taking responsibility for student academic learning outcomes
- Knowing and applying professional and ethical obligations
- Knowing and applying legal obligations

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