

California Teaching Performance Expectations

TPEs 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*