

**Appendix D: Policy Studies Department
Teacher Performance Expectations**

RELATIONSHIP OF TPEs AND CSTPs

STUDENT TEACHERS	BEGINNING TEACHERS
California Teaching Performance Expectations (TPE)	California Standards for the Teaching Profession (CSTP)
<p>A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS TPE 1 Specific pedagogical skills for subject matter instruction</p> <ul style="list-style-type: none"> ▪ Understanding the state-adopted academic content standards and how to teach the subject matter in the standards ▪ Planning to teach to the standards ▪ Demonstrating the ability to teach to the standards 	3. UNDERSTANDING AND ORGANIZING SUBJECT FOR STUDENT LEARNING
<p>B. ASSESSING STUDENT LEARNING TPE 2 Monitoring Student Learning During Instruction</p> <ul style="list-style-type: none"> ▪ Determines student progress toward achieving the state-adopted academic content standards ▪ Supports students' learning during instruction <p>TPE 3 Interpretation and Use of Assessments</p> <ul style="list-style-type: none"> ▪ Understanding of assessments ▪ Using and interpreting assessments ▪ Giving feedback on assessments 	5. ASSESSING STUDENT LEARNING
<p>C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING TPE 4 Making Content Accessible</p> <ul style="list-style-type: none"> ▪ Addressing state-adopted academic content standards ▪ Prioritizing and sequencing essential skills and strategies ▪ Using a variety of strategies to facilitate learning <p>TPE 5 Student Engagement</p> <ul style="list-style-type: none"> ▪ Understanding of goals ▪ Ensuring active and equitable participation ▪ Monitoring student progress <p>TPE 6 Developmentally Appropriate Teaching Practices</p> <ul style="list-style-type: none"> ▪ Understanding important concepts about the learners ▪ Designing instructional activities ▪ Providing appropriate educational experiences <p>TPE 7 Teaching English Learners</p> <ul style="list-style-type: none"> ▪ Knowledge of important concepts about English learners ▪ Understanding theories, principles and instructional practices ▪ Applying theories, principles and instructional practices for comprehensive instruction of English learners 	1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
<p>D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS TPE 8 Learning about Students</p> <ul style="list-style-type: none"> ▪ Child and adolescent development ▪ Assessment of student ▪ Students' needs and abilities <p>TPE 9 Instructional Planning</p> <ul style="list-style-type: none"> ▪ Establishing Goals ▪ Connecting academic content to the students ▪ Selecting strategies/activities/materials <p>TPE 15: Biliteracy/Bicognition*</p> <ul style="list-style-type: none"> ▪ Integrates language and culture in learning ▪ Develops bicognition through language & culture ▪ Develops cognition in first and second language ▪ Connects L1 & L2 and culture as tools of thought 	4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR	2. CREATING AND

<p>STUDENT LEARNING</p> <p>TPE 10 Instructional Time</p> <ul style="list-style-type: none"> ▪ Allocating instructional time ▪ Managing instructional time ▪ Reflecting on the use of instructional time <p>TPE 11 Social Environment</p> <ul style="list-style-type: none"> ▪ Understand the importance of the social environment ▪ Establishes a positive environment for learning ▪ Engages in behaviors that support a positive environment 	<p>MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>
<p>F. DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>TPE 12 Professional, Legal, and Ethical Obligations</p> <ul style="list-style-type: none"> ▪ Professional obligations ▪ Legal obligations ▪ Ethical obligations <p>TPE 13 Professional Growth</p> <ul style="list-style-type: none"> ▪ Evaluating teaching practice ▪ Improving teaching practice ▪ Reflection and feedback 	<p>6. DEVELOPING AS A PROFESSIONAL EDUCATOR</p>
<p>G. LINKING WITH THE SCHOOL COMMUNITY, SERVING AS A MEDIATOR OF CULTURE</p> <p>TPE 14 Social Justice*</p> <ul style="list-style-type: none"> ▪ Problem posing teaching practice ▪ Use social literacy as a teaching practice ▪ Promotes status equalization in learning process ▪ Develops critical thinking ▪ Models democratic principles <p>TPE 16: Community and Culture*</p> <ul style="list-style-type: none"> ▪ Assess social ecology of the school community ▪ Incorporates role of family & school ▪ Develops bicultural identity of student ▪ Communicates and interacts in ways that value the linguistic and cultural background of families <p>Incorporates multicultural diversity into content standards and curriculum</p>	<p>7. LINKING with the SCHOOL COMMUNITY: SERVING as a MEDIATOR OF CULTURE AND TEACHER EXPECTATIONS</p>

*These three additional TPEs are supported by the components of the department model described in the department's Standard #4 & 7