

# **California State University Dominguez Hills**

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**DIVISION OF TEACHER EDUCATION**

**PRELIMINARY CREDENTIAL**

***PROGRAM HANDBOOK***



**University Intern Option:  
Multiple/Single Subject Programs**

**Student Teaching Option:  
Multiple/Single Subject Programs**

Revised 11/1/2010 for MS and SS candidates entering the TED programs in Spring 2011.

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## I. INTRODUCTION

Welcome to the Division of Teacher Education (TED) in the School of Education (SOE) at California State University, Dominguez Hills (CSUDH). The faculty congratulates you on your decision to pursue a teaching credential in a quality program that will prepare you to meet the needs of your future students who deserve intelligent, enthusiastic, and dedicated professionals. The faculty will support you in this effort and looks forward to the opportunity of helping you reach your goal of becoming a credentialed teacher.

The TED consists of three main programs, Multiple Subject, Single Subject, and Special Education (SPED). This TED handbook is designated for the Multiple and Single Subject programs. Students who are interested in the SPED program may obtain information online at <http://www.csudh.edu/SOE/ted/sped.htm>.

The CSUDH TED credential program is based on the guidelines set forth in Senate Bill 2042, signed by the Governor in 1998. The California State Department of Education mandated new requirements for teaching credentials and teacher preparation programs as described below:

*In September 2001 the California Commission on Teacher Credentialing (CCTC) adopted new Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. Senate Bill #2042 requires all preliminary credential candidates to pass a teaching performance assessment (TPA). The CCTC developed, through rigorous research and consultation with California educators, a set of knowledge, skills and abilities beginning teachers should be able to demonstrate. Teacher performance expectations (TPE) describe teaching tasks that fall into six broad domains:*

- 1. Making subject matter comprehensible to students*
- 2. Assessing student learning*
- 3. Engaging and supporting students in learning*
- 4. Planning instruction and designing learning experiences for students*
- 5. Creating and maintaining effective environments for student learning*
- 6. Developing as a professional educator*

(Excerpted from CCTC documents, 11/01)

The Teacher Performance Expectations (TPEs) embedded in the six domains listed above form the basis for course content and assessment of candidate performance. This handbook describes the 13 TPEs and their relationship to credential requirements.

### A. Overview of Handbook

The purpose of this handbook is to provide candidates with necessary information to complete the program. In addition to being a primary resource, this handbook is one of the required textbooks for the Seminar/Early Field Experience course (TED/LBS 400). Candidates are expected to read the handbook prior to beginning the program. In order to successfully complete the program, candidates must meet all requirements and follow all procedures that are described in this handbook.

### B. Conceptual Framework

The CSUDH College of Education's Conceptual Framework provides the basis for the design of the TED program. The Framework contains the following SOE elements: Vision Statement, Mission Statement, Philosophy; and TED elements: Goals for the Candidate and Knowledge Base. (For a complete description of the Conceptual Framework see the SOE brochure posted on the SOE website).

**1. School of Education Vision**

*The vision of the School of Education (SOE) is to maintain a model of collaborative, urban educational excellence, recognized for preparing teachers, administrators, counselors, and other specialists who work effectively with a variety of learners from diverse backgrounds.*

**2. School of Education Mission**

*Our mission is to prepare professionals to work successfully with culturally and linguistically diverse learners in urban environments.*

**3. School of Education Values**

*We value knowledge that leads to effective teaching performance and professional practice in urban and diverse communities. We value the creation of educational programs that meet the needs of our students. We value the development of students with a commitment to high professional standards. We value university teaching that models best instructional practices. We value collaboration as an integral process for program planning, assessment and evaluation, and collegial interactions.*

**4. School of Education Goals**

- To recruit, prepare, and provide support to a diverse group of students who will attain the highest educational and performance standards in their field of specialization
- To recruit, develop, and support a diverse faculty who model excellent teaching informed by current research and best practices and participate actively in their field of specialization
- To develop, implement, evaluate and sustain quality programs that are based on research and best practices and are responsive to the needs of our service area.
- To develop and sustain collaborative relationships

**5. Teacher Education Division Goals**

- To instill the value of educational equity for all learners
- To develop sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds
- To develop skills in the appropriate and creative use of independent and collaborative experiential learning
- To encourage multicultural and global perspectives in thinking and practice
- To facilitate personal growth through reflection and self-evaluation
- To develop the ability to critically analyze theory and research that inform effective practice and authentically assess student performance and progress
- To increase expertise in media and technology literacy

**6. Teacher Education Division Knowledge Base**

The knowledge base emphasizes the work and scholarship of educational philosophers, researchers, and practitioners that support the school and division goals and is composed of the following categories:

<b>Knowledge Base Category</b>	<b>Theorists, Researchers, Practitioners</b>
Democratic society	John Dewey, Linda Darling-Hammond, Paulo Freire, Robert Slavin
Diversity issues	James Banks, Cherry McGee
Constructivist approaches	Jean Piaget, Lev Vygotsky, John Dewey, Robert Slavin, Margaret Wang, Maynard Reynolds
Cognitive approaches	Jean Piaget, Lev Vygotsky, John Dewey, Abraham Maslow, Benjamin Bloom, Alfred Adler, Howard Gardner, David Ausubel, Robert Slavin, Margaret Wang, Maynard Reynolds
Language/Reading development	Noam Chomsky, James Cummins, Stephen Krashen, David Pearson
Curriculum design	John Dewey, Jerome Bruner, Elliot Eisner, Grant Wiggins
Multiple assessment methods	Alfred Binet, Howard Gardner, Benjamin Bloom, Grant Wiggins
Reflective practitioners	Linda Darling-Hammond
Technology	Seymour Papert

Programs within TED are designed to further the mission and goals in several critical ways. Because most graduates work within the greater Los Angeles basin, one of the most diverse areas in the country, all programs are dedicated to preparing students to work in low socioeconomic urban settings with culturally and linguistically diverse learners. An additional aspect of TED programs is the blending of theory and practice. Course assignments and projects are connected to field experiences. Additionally, through field experiences in schools, all TED candidates are provided with opportunities to apply theoretical principles within challenging settings. TED programs also are based on teaching performance standards established by the California Commission on Teacher Credentialing (CCTC).

### C. Program Design

The program offers a developmental coursework and field experience sequence that effectively prepares candidates to teach all K-12 students and to understand the contemporary conditions of schools. Within the Multiple Subject (MS) and the Single Subject (SS) programs for Student Teachers and University Interns, TED offers a variety of options that lead to the preliminary credential: University Campus Cohorts, Satellite Cohorts at district sites, Professional Development Schools (accelerated programs) at district centers, and the Integrated Option program on the university campus for undergraduate Liberal Studies majors (specific information for each program is available at the Student Services Center, Small College Building 5, Room 510). Although the time span and schedule of courses vary with each of these programs, the following elements are common to all programs:

#### 1. Program Elements

- A. Candidates have opportunities to understand the historical, philosophical, social, political, and legal **foundations of education and the functions of schools in society** in the foundation and capstone courses.
- B. Because the majority of teacher candidates are (or will be) teaching in **urban schools with multicultural and multilingual students**, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students.
- C. Methods courses are designed to address issues of **second language learners and diverse styles of learning**. This preliminary credential provides each candidate with an **English Language Authorization (ELA)** that enables candidates to teach students whose primary language is not English. In order to earn the specialized Bilingual Authorization in Spanish/Asian Languages, candidates need to follow procedures described in section II of this handbook.
- D. Specific strategies for **differentiating instruction** are infused throughout the courses to address issues of inclusion and diversity. Candidates learn to pre-assess students and modify content, process, and products to meet the diverse learning needs of children.
- E. Candidates are expected to learn **technology applications** within the methods courses, including: computer applications to manage records (*e.g.*, grade books - spreadsheets, databases); communications through print media (word processing, newsletter, graphics) and e-mail/threaded discussion. Candidates examine a variety of educational digital media (Internet resources, CAI, and presentation tools) and use established selection criteria to evaluate materials. They also select software for relevance, effectiveness, and alignment to content standards.
- F. The program provides extensive opportunities for candidates to learn to teach the **state adopted K-12 academic content standards** to all students in their methods courses.
- G. Candidates receive **guidance and coaching** during the field experience courses from university supervisors and site-based master teachers and coaches.
- H. A carefully developed **system of formative and summative assessment** is embedded throughout the program to provide candidates with timely, accurate, and complete

feedback regarding the progress of their performance. Supervisors conduct observations and conferences that focus on each TPE and offer specific suggestions for improved practice.

- I. The formative and summative assessment system has multiple **benchmark criteria** at intervals and is designed to assess candidate TPE performance developmentally throughout the program. In order to successfully advance to each program phase and to be recommended for a credential, candidates must meet specific standards at each benchmark.

## 2. Multiple/Single Subject Programs

TED offers two credential programs: Multiple Subject Program and Single Subject Program. Each program contains University Intern and Student Teaching Options. Candidates enrolled in the University Intern Option are contracted public school teachers (without a preliminary credential) currently teaching K-12 students in their own classroom. Trained university supervisors are assigned to University Interns and Student Teacher candidates to provide support and guidance for supervised field experiences. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in public school settings for their supervised field experiences. Candidates who are currently teaching in non-public schools must enroll in the Student Teaching Option.

The Integrated Option is an accelerated route to teacher credentialing for undergraduate juniors pursuing careers in elementary school education. The Integrated Option combines the Liberal Studies Degree with the Multiple Subject Credential. Students can complete the Option in five semesters, after completing the program prerequisites. Prerequisites include passage of all three sections of the CBEST, minimum GPA of 2.67 in undergraduate coursework, and completion of general education and lower division liberal studies prerequisite courses. For additional information e-mail [pals@csudh.edu](mailto:pals@csudh.edu), contact the Liberal Studies Program at (310) 243-3832, or visit the Peer Advising for Liberal Studies (PALS) Center in the Small College Complex Room #540.

## 3. Program Phases

See [Appendix A](#) for Program Roadmap Checklists for the coursework sequence in each of the four preliminary credential programs: Multiple Subject - University Intern Option, Single Subject - University Intern Option, Multiple Subject - Student Teaching Option, Single Subject - Student Teaching Option.

Student Teaching and University Intern program options are organized into phases (university semesters) that include courses and field experiences. In the University Intern Option, there are three phases: Phase 1 consists primarily of theory-based courses; Phases 2 and 3 consist primarily of methods and fieldwork courses; also, Phase 3 contains a summative assessment task. In the Student Teaching Option, there are also three phases: Phase 1 consists primarily of theory-based courses; Phases 2 and 3 consist primarily of methods and fieldwork courses; Phase 2 also contains a Teaching Practices Seminar and Phase 3 also contains a supervised student teaching experience and a summative assessment task. The Student Teaching and University Intern Options differ in the type and number of supervised field experiences. This information is graphically represented in the following Curriculum Design charts.

## D. Participant Roles and Responsibilities

The TED credential program is a collaborative effort among the university, school districts, and the credential candidate. The responsibilities of all participants are described below:

### 1. Candidate

#### a. Program Requirements

- Attend TED Orientation meeting.
- Purchase or download from <http://www.csudh.edu/SOE/ted/sped.htm>, and read the most current TED Program Handbook .
- Purchase TaskStream at <http://www.taskstream.com> to submit coursework, participate in student teaching or fieldwork, and to complete the summative assessment.
- Follow all requirements for admission/registration prior to each program phase.
- Obtain personal e-mail account (free university accounts available to all students) by first week of program in order to send/receive documents and to check e-mail account weekly for messages from advisor, assessor, or instructor.
- Make appointment with an advisor prior to course registration in all Phases.
- Follow required sequence for all courses throughout program.
- Complete and submit all course assignments and program documents at the required time.
- Maintain a “B” average with no grade lower than “C” in TED courses
- Courses may be repeated only once (see [CSUDH University Catalog](#)).
- Access TED website <http://www.csudh.edu/SOE/> (click on [Teacher Education](#)) frequently for advising announcements and information updates.

#### b. Supervised Field Experience

- Student Teaching Option: one semester
- University Intern Option: two semesters
- Submit on TaskStream at designated intervals: lesson plans, reflections, and other forms, as required by the Teacher Education Department and your field supervisor.
- Adhere to school policies and regulations and attend required school functions.
- Honor all appointments for observations/conferences (inform supervisor/master teacher of any absence in advance of appointments).
- Maintain **reflective journal** as source of evidence for TPE performance.
- Notify program coordinator when a conflict occurs between the candidate and university supervisor and/or master teacher.

#### c. Assessment

- Obtain current assessment requirements and procedures from program handbook.
- Maintain an active TaskStream account to submit your Teaching Event and to retrieve scores.
- Maintain personal copies of all documents and forms provided by supervisor, master teacher, and assessor.
- Submit all required documents for instructors via e-mail attachments (candidate must verify with instructor).

#### d. Professional Conduct

- Candidates are expected to follow university rules and procedures as indicated in the University Student Handbook.
- Candidates are expected to demonstrate commitment, responsibility, and professional ethics.

- Candidates in field experience are expected to follow district and school rules and procedures (appropriate comportment, attendance/punctuality, proper attire, etc.). Note: Candidates may be dismissed for failure to: meet university/school district requirements, maintain required GPA, and honor Professional Conduct rules (see Section VIII E for additional procedures).

## 2. University

### A. Division Co-Chair

- Course scheduling
- Student services
- Budget
- Faculty assignments
- Program admission
- Candidate assessment
- Petition process for student exception appeals
- Student grievances
- Advising procedures
- Course substitution review

### C. Program Coordinator

- Supervisor/master teacher assignments
- Student teacher assignment to school sites
- Collaboration with school-site administrator to assign master teachers
- Orientation meetings for candidates, supervisors, master teachers, and coaches
- Oversight of field experience assessment documentation
- Liaison between candidate and university/school site participants

### D. Course Instructor

- Provide instruction on designated TPE and PACT-related topics
- Assign and explain TPE and PACT-related signature assignments for selected courses
- Assessment of signature assignment
- Course-related advising
- Assign course grade

### E. Supervisor

- Field experience requirements
- Resource and support
- Assessment of candidate's field experience (TPE performance) and assignment of course grade
- Assessment Summary of Teaching Performance (ASTP) forms (see [Appendix H](#)) at the end of each supervised field experience phase and submission to program coordinator

### F. Advisor

- Provides program advising for candidates
- Lifts advising hold

### G. Assessor

- Assessment of summative Teaching Event

### H. Evaluation Coordinator

- Maintain an electronic record of Teaching Events and assessors' feedback

## 3. School District

### a. University Intern Option - School-Site Administrator/Designee

- Supervise and support candidate's classroom performance

### **b. Student Teaching Option - Master Teacher**

- Supervise and support candidate's classroom performance at all times
- Explain expectations: daily routines, procedures, rules, and policies
- Confer with student teacher for planning and feedback on a regular basis
- Model best-practice standards-based lessons in all areas of the curriculum
- Provide for the summative videotaped lesson
- Conduct three formal assessments of candidate's classroom performance
- Consult with university supervisor regarding candidate's assessment
- Involve candidate in faculty activities (i.e., Back-to-School Night, Open House, and parent conferences)
- Complete a letter of recommendation for candidate's placement file

## **II. ADMISSION/APPLICATION PROCESS**

### **A. University Graduate School**

#### **1. Application**

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Hard copy of *Graduate Post-Baccalaureate Application for Admission* available at CSUDH Admissions and Records Office (return completed application to same office) or in order to complete application online, access the CSU system website: <http://www.csumentor.edu/admissionapp/>.
- c. Admission requirements for the university are based on the TED admissions.
- d. Requirements are described on the TED preliminary program application.
- e. NOTE: Include official (sealed) transcripts.

### **B. Teacher Education Division**

#### **a. General Information**

- a. Prior to submitting application, candidates should:
  - Attend Information Session (see TED website).
  - Purchase TED Program Handbook *and* Class Schedule at the university bookstore.
  - Access SOE website <http://www.csudh.edu/cps/soe/>. Click on [Teacher Education](#) in order to download TED program application.
- b. Submit all application materials to the Student Services Center (located in Small College Complex [SCC], Building 5, Room 510). **Incomplete applications will not be accepted.**
- c. In order to transfer course units from other institutions, candidates must submit a ***Request for Course Substitution*** form (obtained in the Student Services Center). A maximum of 9 units (no methods courses) are allowed to transfer.
- d. Submit ***Petition for Exception*** form if baccalaureate GPA is below 2.75 in the last 60 units or below 2.67 overall (form may be obtained in the Student Services Center).
- e. Candidates with a full-time public school teaching contract apply to the University Intern Option. The school district must have an intern agreement with CSUDH.
- f. Candidates without a full-time public school teaching contract apply to the Student Teaching Option. (Student teachers who become full-time contracted teachers in a public school must apply to the University Intern Option for a change of program the next semester).
- g. Candidates teaching in a non-public school apply to the Student Teaching Option. These candidates will obtain a packet of material with program application for

non-public school teaching from the Student Services Center. Candidates must make an advising appointment with the Department Chair.

- h. Three to six weeks after application is submitted, phone (310) 243-3530 regarding application status.
- i. **Registration for classes:** When letters of acceptance are received from both University Admissions and the TED program, register for classes during telephone registration period (touchtone telephone only) using the MyCSUDH system. For any problems with registration contact the TED office.

## 2. Multiple/Single Subject - University Intern Option

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Obtain hard copy of *Preliminary Application – University Intern Option* from the Student Services Center or access SOE website: <http://www.csudh.edu/cps/soe/> click on [Teacher Education](#), then click on [Application & Forms](#) and [Preliminary Application - University Intern Option](#) for to download the application form.
- c. Submit Preliminary Application to the Student Services Center with the following:
  - District Certification of Pre-Service Preparation and District Support Form and Applicant Certification of Pre-Service Preparation and District Support Form (part of application form).
  - Sealed official transcripts from all colleges and universities with degree posted (Toro-web copy unacceptable).
  - Copy of *CBEST scores* **or** passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* **or** score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* **or** score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
  - Subject matter competence verification:
    - Multiple Subject: Passing scores on all three sub-tests of the California Subject Examinations for Teachers (CSET) test scores (photocopy of scores).
    - Single Subject: Passing scores for the appropriate subject matter exam or subject matter equivalency verification letter with authorized signatures (an original verification letter signed by both the credential analyst and authorized subject matter equivalency advisor).
  - Copy of valid contract of employment or verification of employment with dates from the district office. School district must be located within CSUDH service area and have an intern agreement with the university.
  - Copy of Certificate of Clearance (form available at the Student Services Center), or emergency permit, or substitute permit, or pre-intern certificate (live-scan available at California State University Police: <http://www.csudh.edu/dhpd/>).
  - Verification of U.S. Constitution requirement met by course (highlight course on transcript--must have earned a grade of “C” or better) or met by examination (letter of certification from CSUDH Political Science Department or other university). Verification not required if BA received from any CSU campus. For detailed information re: the *U. S. Constitution Examination*, see section II D.
  - BILINGUAL AUTHORIZATION Emphasis only: verification of oral fluency is required. Verification of written fluency and culture knowledge also should be submitted if met and is required for student teaching/field experience (see section on *BILINGUAL AUTHORIZATION Emphasis*).
  - Check or money order for \$50.00 payable to CSUDH (fee subject to change).

### 3. Multiple/Single Subject - Student Teaching Option

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Obtain hard copy of *Preliminary Application – Student Teaching Option* from the Student Services Center or access SOE website: <http://www.csudh.edu/cps/soe/> click on [Teacher Education](#), then click on [Application & Forms](#) and [Preliminary Application - Student Teaching Option](#) to download the application form.
- c. Submit Preliminary Application to the Student Services Center with the following:
  - Copy of transcripts from all colleges and universities with degree posted (Toro-web copy unacceptable).
  - Copy of *CBEST scores* or passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* or score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* or score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
  - Subject matter competence verification:
    - Multiple Subject: Passing scores on all three sub-tests of the California Subject Examinations for Teachers (CSET).
    - Single Subject: Passing scores for the appropriate subject matter exam or subject matter equivalency verification letter with authorized signatures (an original verification letter signed by both the credential analyst and authorized subject matter equivalency advisor).
  - Copy of Certificate of Clearance (form available at the Student Services Center), or emergency permit, or substitute permit, or pre-intern certificate (live-scan available at California State University Police <http://www.csudh.edu/dhpd/>).
  - Verification of U.S. Constitution requirement met by course (highlight course on transcript--must have earned a grade of “C” or better) or examination (letter of certification from CSUDH Political Science Department). Verification not required if BA received from any CSU campus. For detailed information re: the *U. S. Constitution Examination*, see section on *Related Admission Information*).
  - BILINGUAL AUTHORIZATION Emphasis only: verification of oral fluency is required. Verification of written fluency and culture knowledge also should be submitted if met and is required prior to student teaching/field experience (see the *BILINGUAL AUTHORIZATION Emphasis* at the end of this section).
  - Copy of negative TB test results (maximum 6 months prior to program application date).
  - Check or money order for \$50.00 payable to CSUDH (fee subject to change).

### 4. Pre-Teaching Multiple/Single Subject –Student Teaching Option Only

The Pre-Teaching Program is designed to provide support for students who plan to enter the Multiple/Single Subject Credential Program, but have not yet passed CSET. This is a one-semester program that includes preliminary credential coursework.

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Obtain hard copy of *Preliminary Application – Student Teaching Option* from the Student Services Center or access SOE website: <http://www.csudh.edu/SOE/>, click on [Teacher Education](#), then click on [Application & Forms](#) and [Preliminary Application - Student Teaching Option](#) to download the application form.

- c. Submit Preliminary Application to the Student Services Center with the following:
- Copy of transcripts from all colleges and universities with degree posted (Toro-web copy unacceptable).
  - Copy of *CBEST scores* **or** passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* **or** score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* **or** score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
  - Copy of Certificate of Clearance (form available at the Student Services Center), or emergency permit, or substitute permit, or pre-intern certificate (live-scan available at California State University Police <http://www.csudh.edu/dhpd/>).
  - Verification of U.S. Constitution requirement met by course (highlight course on transcript--must have earned a grade of “C” or better) or examination (letter of certification from CSUDH Political Science Department). Verification not required if BA received from any CSU campus. For detailed information re: the *U. S. Constitution Examination*, see section on *Related Admission Information*).
  - BILINGUAL AUTHORIZATION Emphasis only: verification of oral fluency is required. Verification of written fluency and culture knowledge also should be submitted if met and is required prior to student teaching/field experience (see the *BILINGUAL AUTHORIZATION Emphasis* at the end of this section).
  - Copy of negative TB test results (maximum 4 years prior to program application date).
  - Check or money order for \$50.00 payable to CSUDH (fee subject to change).
- d. Program:
- Enrollment in the following credential courses
    - TED 400\*\*\* Seminar: Introduction to Education
    - TED 411 Classroom Management
    - TED 402 Educational Psychology
    - TED 415+ Multicultural Education
    - TED 420\*\* Computer Literacy for Teachers
    - TED 407 Language Learning
    - **Note:** The following courses may be taken:
      - TED 460 Healthy Environments: Secondary–Single Subject only
      - TED 408\*\*\* Visual and Performing Arts–Multiple Subject only
      - KIN 425\*\*\* Physical Education in Elementary schools- Multiple Subject only
- \*Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the Fall 2003 semester  
 \*\*Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.  
 \*\*\*Not required for CSUDH Liberal Studies Majors  
 +May be taken first or second phase.
- After successfully completing the Pre-Teaching Program, AND meeting the subject matter requirement, you will automatically be accepted into the Multiple/Single Subject Credential Program.

## 5. Early Admission

- a. Early admission allows qualified CSUDH Liberal Studies and Single Subject majors in their senior year to apply to the Student Teaching Option within the credential program in order to complete the first semester prior to graduation.
- b. Prior to early admission the application process includes the following:
- The admission procedures stated above in #3 (exceptions: (a) degree posted on transcript and application for University Graduate Admission are not required

until graduation, and (b) students in the Integrated Option program need passing CSET scores prior to entering Student Teaching)

#### **6. Non-Public School**

- a. Deadline dates for both University Graduate and TED applications are: Fall entry = April 1; Spring entry = October 1; Summer entry = Last Friday of March (deadline dates subject to change).
- b. Obtain hard copy of *Preliminary Application – Non-Public School Student Teaching Option* from the Student Services Center. The applications and coursework description are located in the material package acquired from the Student Services Center at the time of application to the program.
- c. Candidates who teach in a non-public school are required to apply to the Student Teaching Option because state regulations mandate that all candidates must complete supervised field experience in a public school. Candidates will complete one semester of supervised fieldwork in their own classroom and one summer session (6 weeks) of supervised Student Teaching in a master teacher’s public school classroom (for a total of two semesters of supervised fieldwork).

### **C. Supervised Field Experience Application**

#### **1. Multiple/Single Subject - University Intern Option**

- a. Obtain the fieldwork letter of recommendation at the Student Services Center.
- b. Complete the form that includes the principal’s information and signature.
- c. Submit the completed form to the Student Services Center by October 1 for Spring admission and March 1 for Fall admission.
  - *BILINGUAL AUTHORIZATION Emphasis* candidates need to submit verification of writing fluency and culture knowledge, if not already submitted.

#### **2. Multiple/Single Subject - Student Teaching Option**

- a. Deadlines for Student Teaching applications are: Fall entry = March 1; Spring entry = October 1.
- b. Obtain Student Teaching application from the Student Services Center.
- c. Submit Student Teaching application to Student Services Center with the following:
  - Three letters of recommendation on division form, from personnel familiar with academic ability and/or experience of the candidate.
  - *BILINGUAL AUTHORIZATION Emphasis* candidates only: verification of writing fluency and culture knowledge (if not already submitted).
  - Proof of negative TB test results (test results must be within 4 years of Student Teaching).

#### **3. Multiple/Single Subject - Non-Public School**

All non-public school candidates must apply for Fieldwork I and apply to summer Student Teaching.

- a. Fieldwork Application:
  - Deadline date for application to Fieldwork is October 1 for Spring admission and March 1 for Fall admission.
  - Submit the completed form to the Student Services Center.
    - ✓ Fieldwork letter of recommendation
    - ✓ *BILINGUAL AUTHORIZATION Emphasis* candidates need to submit verification of writing fluency and culture knowledge, if not already submitted

b. Student Teaching Application

- Deadline date for application to the Summer Student Teaching is March 1.
- Student teaching application is in the Non-Public School Teachers packet of material (previously acquired at the time of application to the program).
- Submit Student Teaching Application to Student Services Center with the following:
  - ✓ Three letters of recommendation (Division form) from personnel familiar with candidate's academic ability and/or experience
  - ✓ BILINGUAL AUTHORIZATION Emphasis candidates only: verification of writing fluency and culture knowledge (if not already submitted)
  - ✓ Copy of negative TB test results (must be within 4 years of Summer Student Teaching)

**D. Related Admission/Program Information**

**1. California Subject Examinations for Teachers (CSET)**

California Subject Examinations for Teachers (CSET) is a state requirement to ensure that Multiple Subject and Education Specialist Credential candidates possess the knowledge and skills necessary to teach effectively. Candidates entering the Multiple Subject credential program after July 1, 2004 must meet the subject matter requirement by passing all three subtest of the CSET:

Subtest I - Reading, Language, and Literature/History and Social Science

Subtest II - Science/Mathematics

Subtest III - Physical Education/Human Development/Visual and Performing Arts

Each subtest is composed of both multiple-choice and constructed-response questions. Each subtest is separately scored. More detailed information and a sample test are available at the following the Web site (<http://www.cset.nesinc.com>).

**2. BILINGUAL AUTHORIZATION Emphasis**

All candidates seeking BILINGUAL AUTHORIZATION Emphasis need to make an appointment with the BILINGUAL AUTHORIZATION coordinator by phoning 310-243-1025. The CSUDH Multiple or Single Subject Credential with BILINGUAL Authorization (Spanish and/or Asian Languages only) licenses the holder to teach in an approved language other than English. The candidate must fulfill requirements in the following areas: Language and Culture Competencies (Oral Language--Listening and Speaking-- Written Language, and Culture of Emphasis); Bilingual Methods Coursework, and Supervised Bilingual Fieldwork or Student Teaching.

**Spanish Language**

Alternative methods of meeting the Language and Culture Competencies for the Spanish BILINGUAL AUTHORIZATION Emphasis are:

- a. Spanish Oral Competency (Listening and Speaking)
  - Spanish BILINGUAL AUTHORIZATION Test (NES) Test #6
  - CSET LOTE Subtest II or III
  - LAUSD Level A Fluency
  - Score of 3 on the ACTFL Oral Interview
  - Spanish Oral Examination administered by the CSUDH Modern Language Department
- b. Spanish Written Competency
  - Spanish BILINGUAL AUTHORIZATION Test (NES) Test #6
  - CSET LOTE Subtest II or III

- Spanish Essay Examination administered by the CSUDH Modern Language Department
- c. Culture Competency
  - BILINGUAL AUTHORIZATION Culture Test (NES) Test #5
  - CSET LOTE Subtest V
  - Spanish 350 or 351 (Hispanic Culture)
  - MUL 420 (Educating the Hispanic Student)
  - Culture Test administered by the Teacher Education Department

The Spanish Oral Test and the Spanish Written Test are administered by the Modern Language Department. In order to take the Spanish Oral and Written Tests, candidates must sign up at the Modern Language Department in La Corte Hall E-309. A new calendar is established each semester by the Modern Language Department. Payments for the Spanish oral or written tests are to be made at the Foreign Language Office, La Corte Hall E-309, at the time the test is taken. Each test is \$20.00. The Modern Language Department accepts cash only. The website for the State BILINGUAL AUTHORIZATION Emphasis is <http://www.ctel.nesinc.com>. You may also check the TED website under the BILINGUAL AUTHORIZATION information tab for any updates to general info or testing schedule. For questions, please call (310) 243-1025.

The Culture Test is administered by the Teacher Education Department. The Spanish BILINGUAL AUTHORIZATION Coordinator establishes a new calendar each semester. Candidates will be required to sign up in advance at the TED Office. The cost of the exam is \$20.00: checks and/or money orders only.

Items verifying competence in Oral Spanish, Written Spanish, and Spanish Culture need to be submitted to the BILINGUAL AUTHORIZATION Coordinator. Results for tests given on campus will automatically be forwarded to the TED BILINGUAL AUTHORIZATION Coordinator. The BILINGUAL AUTHORIZATION Coordinator will write a verification letter for all qualified candidates, and submit one copy of the letter to the candidate's file. The candidate may obtain a copy of the letter from the mail center at the TED Office.

The Spanish Oral Competency must be met prior to program admission. The Spanish Written and Culture Competencies must be met before the candidate enters Phase 2 of the Credential Program. (Candidates who do not meet these requirements prior to Phase 2 may continue in the program, but will no longer be considered BILINGUAL AUTHORIZATION candidates).

The Multiple Subject BILINGUAL AUTHORIZATION candidate must take the BILINGUAL AUTHORIZATION sections of TED 403 and TED 404. The Single Subject Spanish BILINGUAL AUTHORIZATION candidate must take the BILINGUAL AUTHORIZATION section of TED 406.

Candidates who have not taken these designated sections must demonstrate their knowledge of bilingual methodology by passing Test #4 of the State BILINGUAL AUTHORIZATION examination. Candidates must submit test results to their permanent file at the SOE Student Services Center.

*Asian Languages:* Please see the BILINGUAL AUTHORIZATION Coordinator for information about obtaining a Credential with BILINGUAL AUTHORIZATION in the following languages: Korean, Vietnamese, Cambodian, Cantonese, and Mandarin.

### 3. U. S. Constitution Requirement

The Department of Political Science at CSUDH offers an examination on the U.S. Constitution for credential candidates. This examination is an alternative method of meeting the U.S. Constitution requirement for candidates who have not taken an appropriate course (either at the undergraduate or post-baccalaureate level). Verification not required if the BA was received from any CSU campus.

**Examination Content and Format:** The examination consists of 50 multiple-choice questions based on principles of the U.S. Constitution, political institutions created by the U.S. Constitution, and the protections of individual civil rights and civil liberties provided by the Constitution and Amendments (including interpretation of these protections by the U.S. Supreme Court in prominent cases).

**Examination Cost:** The examination fee is \$25 paid by check written to *CSUDH Foundation* and brought to the test site at the time of the examination.

**Examination Schedule:** The examination will be offered midweek at 4:00 PM every four weeks during the fall and spring academic terms, but the schedule during summer, holiday and vacation periods may be different. No reservation is necessary.

**Examination Site:** Candidates should contact the Department of Political Science within one week of the examination date to obtain location of the examination site. Computer answer sheets will be provided but examinees are expected to bring #2 pencils to the examination. Photo identification is also required.

**Examination Preparation:** Prospective examinees should review an introductory American Government and Politics textbook (high school or college level) published in the last five years. Chapters related to: the Constitution, Federalism, Congress, President, Courts and Civil Rights/Liberties should be the focus of the examinee's review. The "Twenty-five Lessons in Citizenship" monograph IS NOT an appropriate text for this exam. For students enrolled at CSUDH multiple copies of appropriate texts are on reserve in the CSUDH Library at the Reserved Book Desk. These texts are cataloged under the name of Dr. Richard Palmer and the U.S. Constitution Exam for Credential Candidates. Examinees may find copies of appropriate texts in most public libraries and bookstores.

**Notification of results:** Examinees will be sent written notification of test results within three days of the examination date. For those passing the exam the written certification may then be presented to the College of Education. For those who do not pass, the exam may only be repeated once.

## III. PROGRAM REQUIREMENTS

### A. Program Checklists

Candidates are expected to track their progress using the checklist designated for their specific option and program. There are four checklists: Multiple Subject - University Intern Option, Single Subject - University Intern Option, Multiple Subject – Student Teaching, Single Subject – Student Teaching (see [Appendix A](#)). Non-public school candidates use the Non-Public School Checklist in their packet to track their progress. Each of the checklists contains the sequence of all courses and program requirements. (See [Appendix A](#).)

## **B. Computer Literacy Challenge Examination (TED 420)**

In order to test out of TED 420, candidates must be registered for the class. The examination consists of six challenge assignments:

- Creating a word processing document using Microsoft Word
- Creating a database using Microsoft Excel
- Creating a spreadsheet document using Microsoft Excel
- Using the Internet as a research tool and evaluating Websites
- Communicating using e-mail
- Creating an instructional presentation using Microsoft PowerPoint
- Challenge examination details are posted on the course website on Blackboard. Course grades are "Credit/No Credit." Candidates will receive a "Credit" when all six assignments have been satisfactorily completed.

## **C. Reading Instruction Competence Assessment (RICA)**

California State Reading Instruction Competence Assessment (RICA) is a state requirement to ensure that Multiple Subject and Education Specialist Credential candidates possess the knowledge and skills necessary to teach reading effectively. The examination is divided into five Domains:

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

Domain 2: Word Analysis

Domain 3: Fluency

Domain 4: Vocabulary, Academic Language, and Background Knowledge

Domain 5: Comprehension

Candidates may obtain a copy of the examination schedule and application in the Weiss Urban Literacy Center, SOE-1408.

A workshop is offered through Extended Education to help candidates prepare for the RICA written examination. This workshop, designed and taught by CSUDH instructors, includes studying and test taking strategies, information about the test and a review of the content areas. Materials are included. Fees paid for test preparation classes do not include fees for the actual examination.

Note: Currently enrolled CSUDH students are eligible to take the RICA prep class at a reduced rate. For more information (310) 243-3741 or [eeinfo@csudh.edu](mailto:eeinfo@csudh.edu). To Register, call 310-243-3741 or 877-GO-HILLS.

The RICA Video Performance Assessment is offered as an alternative to the written exam. The RICA Video Performance Assessment schedule is based on submission deadlines, which are dates by which completed assessments must be received by the RICA Program in order for candidates to be mailed their score reports on the corresponding score report date. There are three submission deadlines during the current RICA program year. Before registering for the RICA Video Performance Assessment, candidates should ensure that they

- have access to either a self-contained classroom or a core class in which English reading/language arts are taught;
- have access to the recording equipment and media as specified in the RICA Video

#### Performance Assessment Information Guide;

-obtain permission to video record from (1) the principal of the school where the video recording will occur, (2) the master teacher (if applicable), and (3) the parents/guardians of each student who will be included in the video-recorded instruction.

Refer to "Test Dates" for more information about the Video Performance Assessment, including the registration deadline, preparation of materials, submission deadlines, and score report dates.

If you have questions regarding:

- Test registration
- Administration procedures
- Admission tickets
- Video Performance Assessment materials
- Score report

Contact:

The RICA Program

Evaluation Systems

Pearson

P.O. Box 340880

Sacramento, CA 95834-0880

(888) 793-7999 or (916) 928-4004

9:00 a.m.–5:00 p.m. Pacific time, Monday through Friday, excluding holidays; 7:00 a.m.–

3:00 p.m. Pacific time, Saturday test dates only

Automated Information System available 24 hours daily

Fax number:

(866) 483-6460 or

(916) 928-6110

Teletypewriter (TTY) number:

(866) 483-6461 or

(916) 928-

#### **D. Preliminary Credential Application**

The California Commission on Teacher Credentialing (CCTC) has implemented an online processing system that will allow the Commission to grant credentials significantly faster than the paper-based application process. For complete online application instructions, candidates may pick up an *Online Credential Submission Request Process* form from the credential analysts office located in the Student Services Center (Small College Complex [SCC], Building 5, Room 510).

### **IV. ADVISING RESOURCES**

#### **A. General Advisement**

Prospective candidates should attend the regularly scheduled TED Information Session to obtain information regarding program requirements, enrollment, curriculum, sequence, and advising. For additional information regarding the Information Sessions, consult the TED Website at <http://www.csudh.edu/SOE/> and click on [Teacher Education](#).

## **B. Advisor**

The advisor is responsible for providing support and monitoring candidates' progress (i.e., lift advising hold each semester). Candidates are expected to make an appointment to see an advisor in the TED office or contact a faculty member directly at the beginning of each semester.

## **C. Student Services Center**

The Student Services Center offers a variety of services and information. Hours of operation are Monday through Thursday 8:00am - 6:00pm and Friday 8:00am - 5:00pm (Summer 8:00am-12:00pm). Student Services Center personnel may be reached at (310) 243-2791.

### **1. General Information**

Information Specialists are available to assist candidates with the following:

- Admission and registration deadlines
- Orientation schedule
- Processing forms: applications, course substitution
- Advisement procedures (pre-admissions advisement)
- Program course lists
- Petitions: Exception, Change of Objective, and Course Substitution
- Testing information: CBEST, PRAXIS/SSAT, CSET, BILINGUAL AUTHORIZATION (Oral, Written, & Culture exams), and U.S. Constitution Exam
- Documents in candidate's TED File
- Change of address, name, and program forms
- Foreign transcript analysis procedures
- Campus services/directory
- Reactivation forms (for reentry into program/university)
- Referral to Division of Graduate Education and Liberal Studies program
- Financial aid support letter
- Credential analyst appointments

### **2. Credential Information**

Credential analysts are available for walk-in advising Tuesday-Thursday 3:30pm-4:30pm. Credential personnel may be reached at (310) 243-3353 Monday-Thursday from 8-6pm and Fridays from 8-5pm. Credential analysts assist with the following:

- Transfer from out of state/country
- Change in credential option/program
- Credential request status
- Appropriate subject matter examinations or equivalencies
- US Constitution course equivalencies or exams
- Credential renewal requirements
- Added authorizations to existing credential
- Certificate of Clearance (fingerprint processing and/or livescan locations)
- Course substitution policies and procedures

## **D. TED Credential Program Website**

Program information, application forms, and the contents of this handbook are available on the SOE website <http://www.csudh.edu/SOE/> click on [Teacher Education](#), and then click on the [Announcements](#) link for the latest program revisions. Candidates are responsible for all program information and therefore should frequently access this link for announcements and

information update, including updates to this handbook. Additional links are provided for the following: [California Commission on Teacher Credentialing](#) and [Financial Aid](#).

## V. TED TEACHER PERFORMANCE ASSESSMENT SYSTEM (TPAS®)

### A. TPAS Overview

This comprehensive system is designed to assess candidates' performance throughout the program. **All candidates are expected to use the TPAS charts (see [Appendix B](#)) to understand the assessment requirements at each program phase.** The assessment of candidates' knowledge, skills, and abilities is based on the state-adopted Teaching Performance Expectations (TPEs). These expectations are the foundation of the TPAS assessment components (coursework and course signature assignments, performance tasks in the field, Content Area Tasks (CATs) for Multiple Subject candidates, and the summative Performance Assessment for California Teachers (PACT) Teaching Event, that increase in difficulty and complexity throughout the program. The TPAS has multiple formative and summative benchmark criteria at specified intervals that are designed to assess candidates' TPE performance throughout the program. The formative assessment benchmarks occur in designated courses (signature assignments and CATs), and the summative benchmark assessment (PACT Teaching Event) occurs at the end of the program. In order to successfully advance to each program phase and to be recommended for a credential, candidates must meet the criteria for passing for each course and maintain an overall 3.0 GPA throughout the program.

All assessments measure candidates' ability to provide developmentally appropriate instruction to all students and to modify instruction for English language learners and special needs students. The TPAS is based on the rationale that candidates:

- Meet standards at critical intervals
- Learn in a developmental progression
- Have multiple opportunities to practice
- Reflect on their practice
- Are assessed using a variety of assessments

### B. Teacher Performance Expectations (TPE)

The Teaching Performance Expectations (TPEs) reflect the knowledge, skills, and abilities that candidates must be able to demonstrate at a proficient level by program completion. These expectations are categorized into six domains as described in the *Teacher Performance Expectations (TPE) Summary* chart below. These domains are the six California Standards for the Teaching Profession (CSTP) used for assessment of credentialed beginning teachers:

- Making Subject Matter Comprehensible to Students
- Assessing Student Learning
- Engaging and Supporting Student Learning
- Planning Instruction and Designing Learning Experiences for Students
- Creating and Maintaining Effective Environments for Student Learning
- Developing as a Professional Educator

Each of 13 TPEs below contains detailed elements that guide instruction and assessment (see [Appendix C](#) for description of TPE elements). Candidates have multiple opportunities to learn and practice these TPEs in a developmentally appropriate sequence. Signature course assignments include the essential pedagogical skills represented by each TPE. These signature assignments and field experience performance tasks are developmentally

sequenced to allow candidates to develop their teaching proficiency as they progress through the program.

### **TEACHER PERFORMANCE EXPECTATIONS (TPE) SUMMARY**

<b>DOMAIN A (CSTP #3) Making Subject Matter Comprehensible to Students</b>	
<b>TPE #</b>	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Reading-Language Arts in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Mathematics in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments. <i>Teaching Science in a Multiple Subject Assignment</i>
	1A. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching History-Social Science in a Multiple Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching English-Language Arts in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching Mathematics in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching Science in a Single Subject Assignment</i>
	1B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments. <i>Teaching History-Social Science in a Single Subject Assignment</i>
<b>DOMAIN B (CSTP #5) Assessing Student Learning</b>	
<b>TPE #</b>	2. Monitoring student learning during instruction
	3. Interpretation and use of assessments
<b>DOMAIN C (CSTP #1) Engaging and Supporting Students in Learning</b>	
<b>TPE #</b>	4. Making content accessible
	5. Student engagement
	6A. Developmentally appropriate teaching practices in grades K-3
	6B. Developmentally appropriate teaching practices in grades 4-8
	6C. Developmentally appropriate teaching practices in Grades 9-12
	7. Teaching English Learners
<b>DOMAIN D (CSTP#4) Planning Instruction and Designing Learning Experiences for Students</b>	
<b>TPE #</b>	8. Learning about students
	9. Instructional planning
<b>DOMAIN E (CSTP#2) Creating and Maintaining Effective Environments for Student Learning</b>	
<b>TPE #</b>	10. Instructional time
	11. Social environment
<b>DOMAIN F (CSTP #6) Developing as a Professional Educator</b>	
<b>TPE</b>	12. Professional, legal, and ethical obligations
	13. Professional growth

### **C. Assessment Components**

#### **1. Course Signature Assignments**

TED courses provide the pedagogical knowledge for the field performance tasks.

Designated courses require intensive signature assignments that focus on the application

of specific TPEs. These assignments are related to performance tasks that are applied and practiced during the field experience; they are described in the syllabus for each designated course. In order to pass each of the designated courses, candidates must meet the rubric criteria for passing the signature assignment. Course instructors are responsible for evaluating electronically submitted signature assignments and providing feedback to students with respect to their ongoing growth in TPE mastery.

**2. Content Area Tasks (CATs)**

Content Area Tasks (CATs) are part of the Performance Assessment for California Teachers assessment system. Multiple Subject candidates are required to complete CATs, which are embedded in social studies, science, and language arts coursework. These tasks focus on one area of the PACT (planning, instruction, assessment, or assessment). In order to pass each of the designated courses, candidates must meet the rubric criteria for passing the CAT.

**3. Grade Point Average Requirement**

Candidates must maintain a minimum grade point average of 3.0 during each program phase, with no grade lower than a “C” in order to advance to the next level of the program. Instructors assign a course grade according to criteria in course syllabi. Candidates who do not meet the GPA requirement will be notified of their ineligibility for advancement by the Teacher Education Division office.

**4. TPE Field Performance Tasks**

Each performance task is related to specific TPEs. Both course instructors and field supervisors provide support and assistance with the implementation of each task. Specific detailed *TPE Performance Tasks Guidelines* for each program option can be found in [Appendix D](#) and should be used by the candidate to prepare for the field observations. These performance tasks are observed by the university supervisor and school site personnel during the field experience course. The *TPE Performance Tasks Rubrics* that are used by the supervisor to rate candidates’ performance of the tasks are found in [Appendix E](#). University supervisors assign field experience course grades (Credit/No Credit) based on candidates’ performance task ratings. Candidates reflect weekly on their teaching performance in their field experience journal. All journal entries require a brief analysis of the effectiveness of the candidate’s teaching practice and a plan to incorporate supervisor feedback into their planning and instruction.

**SUPERVISED FIELD EXPERIENCE - FORMATIVE ASSESSMENT**

**A. Overview of Procedures and Sequence**

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. The supervised field experience consists of courses taken *after Phase 1* of the program. **A diagram of all elements of the assessment system can be found on the Teacher Performance Assessment System (TPAS) charts for each program and option (see [Appendix B](#)).** Candidates are given opportunities to practice developmentally sequenced tasks prior to assessment of their performance of these tasks. Although each program option varies in the number of TPEs to be assessed at each phase, all TPEs are assessed by the end of the candidates’ last supervised field experience course.

**1. University Interns**

- Complete a minimum of 2 semesters of supervised field experience in Phase 2 and Phase 3 in their K-12 classrooms.

- Complete the program in 1 ½ years if they take the maximum course load allowed during supervised field experience.

## 2. Student Teachers

- Complete a minimum of 1 semester of supervised student teaching in a master teacher's classroom in Phase 3.
  - Multiple Subject: Phase 3 consists of one full semester of assigned student teaching in a public school. It includes full-time student teaching (5 days a week) in a lower elementary classroom AND full-time student teaching (5 days a week) in an upper elementary classroom.
  - Single Subject: Phase 3 consists of one full semester of assigned student teaching in a public school. It includes three periods of student teaching (5 days a week) at two different levels; *i.e.*, in both a middle and a high school classroom. Student must also keep a conference period each day at one or both schools. It is possible to teach both junior and senior high school levels at a high school, when a 9<sup>th</sup> grade class is available for student teaching at the high school.

## 3. Non-Public School Candidates

- In addition to early fieldwork, non-public school candidates complete one semester of supervised fieldwork in their own classroom and one summer semester (6 weeks) of full-day in an assigned public school classroom under the supervision of a master teacher.

## B. Responsibilities of Program Participants

University and school-site personnel provide candidates with support and multiple opportunities for feedback and guidance through scheduled assessment observations and conferences.

### 1. Supervisor – Single Subject and Multiple Subject University Intern Option

- Attend an orientation meeting with the coordinator to obtain candidate information
  - **Meet with your intern** to introduce yourself and clarify your expectations. This meeting may take place at the intern's school, at CSUDH, or at another agreed-upon location.
  - **Meet with the administrator early in the semester** to introduce yourself and answer questions about the program. Provide administrator with a "Site Administrator" packet. Be sure you leave your contact information with the administrator so they may reach you easily for questions and concerns.
- **Set up your observation schedule** so that you visit each intern at least three times during the semester. Visits should be evenly spaced throughout the semester. If your Intern will be off-track for part of the semester, be sure to arrange your schedule so that you can make your visits when the intern is on-track. Refer to the Performance Task Guidelines for each observation. Schedule formal visits in advance to avoid days when there are field trips, assemblies, etc. You may want to schedule the first formal visit after the first 2 or 3 weeks of the semester, to allow the intern time to establish routines and get to know his or her students
- **Candidates are expected to submit their lesson plans to you 48 hours in advance** of each formal observation. Failure to do may result in the intern being placed on a contract and having no observation on the scheduled day. In order to access the Task

Stream account of the intern, s/he must submit the **Context for Learning** to the supervisor within the first two weeks of the semester.

- The **pre-conference** should occur before the first observation. It is where the supervisor and intern discuss the Performance Task Guidelines. These clarify exactly what the student teacher should prepare and what the supervisor should expect to see.
- The **observation** should be the full lesson or at least the major part of a long lesson that the intern has prepared. The intern should know when to expect the supervisor, and the supervisor should observe the lesson that was submitted in the lesson plan. It is not about the intern “putting on a show”. It is about planning and implementing quality lessons. During the lesson the supervisor scripts the observations using the DOTI forms.
- The intern keeps a **journal** with weekly entries. The supervisor reviews and responds to the journal entries at each visit. (As an alternative, the intern and supervisor may agree on an email format for journal entries, where the intern sends journal entries by email to the supervisor, and the supervisor responds by email.) Journal entries should be a page or more in length. Suggested questions for journal entries are included in the syllabus.
- The **post-conference** is when the supervisor and intern meet to discuss the observation and the feedback based on the Performance Task Rubric. The supervisor and/or the intern write in reflections and align and identify TPEs on the right side of the DOTI form. The supervisor should then evaluate the lesson based on the Performance Rubrics on Task Stream. **Provide** one copy of your **observation notes** to the intern, and keep your copy in your supervision file. During this time you may also have the pre-conference for the next lesson to be observed referring to the Performance Task Guidelines for that lesson. **Conference as soon as possible** after each observation. If it is not possible to conference at the school, make sure you do so ASAP during your office hours or at a mutually convenient time and meeting place.
- After your first or second visit if you decide the student teacher is having difficulty, you may need to **write a contract** referring to specific TPEs the intern must work on. The intern and the university supervisor must sign and receive copies of the contract. A signed copy of the contract should be submitted to the coordinator. If significant progress is not made by the specified date you have set, then a grade of "No Credit" may be given.
- **Keep up-to-date on Task Stream.** You will need to score the following on Task Stream: the lesson plan/observation and the reflection for each visit. **The ASTP is to be completed at the end of the semester.**
- **Supervisor’s folders** will need to be submitted to Diana Lopez in the TED Office at the end of the semester. One folder for each intern is necessary and should include a checklist with the following documents: a student information sheet, the DOTI observation scripting forms, and a letter of recommendation on CSUDH letterhead.

## 2. Supervisor – Single Subject Student Teaching Option

- **Meet with student teachers** at pre-student-teaching orientation to introduce yourself and clarify your expectations. Be sure you have your student teachers leave their completed information sheet with you.
- **Call the administrator** prior to the arrival of the student teachers to set a time to meet with the administrator and master teachers. Confirm the names of the master teachers, grades and periods for student teaching **Please notify the coordinator of any changes.**
- **Meet with contact administrators and master teachers** to introduce yourself and answer questions about the program. **Make sure all receive the packets no later than the first week of the placement.** Go over contents of the packet and expectations with them. Make sure they know about student teachers' responsibilities, including the PACT, performance tasks, and due dates. Make sure you leave contact information with the master teachers so they may easily reach you for questions and concerns.
- **Set up your observation schedule** so that you visit each student at least twice in each period he/she is student teaching, for a total of five formal observations. Visits should be made approximately every two weeks. If you can't visit, then please at least stop by to see how all are doing. Refer to the Performance Task Guidelines for single subject student teachers.
- **Inform both the student teacher and the master teachers** *in advance*, of all formal visits. That way you may avoid test dates, assemblies, etc.
- **Candidates are expected to submit their lesson plans to you on TaskStream 48 hours in advance** of each formal observation. Failure to do may result in the student teacher being placed on a contract and having no observation on the scheduled day. The student teacher should have already met with the master teacher regarding the lesson plan and adjusted it based upon his/her feedback. In order to access the Task Stream account of the student teacher, s/he must submit the **Context for Learning** to the supervisor within the first two weeks of the placement.
- A **pre-conference** should occur before the first observation. It is where the supervisor and student teacher discuss the Performance Task Guidelines. These clarify exactly what the student teacher should prepare and what the supervisor should expect to see.
- The **observation** should be the full lesson that the student teacher has prepared. The student teacher should know when to expect the supervisor, and the supervisor should observe the lesson that was submitted in the lesson plan. It is not about the student "putting on a show". It is about collaboration with the master teacher to plan and implement quality lessons. During the lesson the supervisor and the master teacher **both** script the observations using the DOTI forms. After the lesson the supervisor and the master teacher have a brief conversation to compare their impressions of the observation. The supervisor and/or the student teacher write in reflections and align and identify TPEs on the right side of the DOTI form. The supervisor should then evaluate the lesson based on the Performance Rubrics on Task Stream.
- **Conference as soon as possible** with the student teacher after each observation. This is the **post-conference**, when the supervisor and student teacher meet to discuss the observation and the feedback based on the Performance Task Rubric. It is during this time that you may also

have the pre-conference for the next lesson to be observed referring to the Performance Task Guidelines for that lesson. If it is not possible to conference at the school, make sure you do so ASAP during your office hours, or at a mutually convenient time and meeting place.

- If possible, **conduct at least one three-way conference** involving each master teacher and student teacher after an observation. (Modeling feedback techniques and sharing insights is helpful to the master teacher.)
- **Keep up-to-date in TaskStream.** You will need to score the following on TaskStream: the lesson plan/observation and the reflection for each visit You need to complete the ASTP twice – once in the middle of the semester and once at the end.
- **Provide** one copy of your **observation notes** to the student teacher and one copy to the master teacher. Keep your copy in your supervision file. Lesson plans and copies of reflective comments should be placed in this file.
- **Deliver other packets**, as necessary, throughout the semester.
- After about two to three visits if you and the master teacher(s) decide the student teacher is having trouble, collaborate with the master teachers to **write a contract** referring to specific teaching TPEs the student must work on. All master teachers, the student teacher, and the university supervisor must sign and receive copies of the contract. If significant progress is not made by whatever date you and the master teachers have agreed upon, then there are grounds for removal of the student teacher and a "No Credit."
- By the final observation, the student should have submitted his/her completed journal to you. After you have gone over the journal, return the journal to the student at your **final conference**. Provide closure to him/her by summing up the student teacher's progress on the ASTP. If you feel inclined to write a letter of recommendation (optional), please do so. Letters of recommendation should be written on CSUDH stationary and given directly to the student.

### 3. Supervisor – Multiple Subject Student Teaching Option

- **Meet with student teachers** at the orientation meeting to introduce yourself and clarify your expectations. Be sure you have your student teachers leave their completed information sheet with you.
- **Call the administrator** prior to the arrival of the student teachers to set a time to meet with the administrator and master teachers. Confirm the names of the master teachers and grades; **notify the coordinator of any changes.**
- **Meet with the administrator and master teachers** to introduce yourself and answer questions about the program. **Make sure all receive the packets no later than the first week of the placement.** Go over contents of the packet and expectations with them. Make sure they know about the student teachers' responsibilities, including the PACT, performance tasks, and due dates. Be sure you leave your contact information with the master teachers so they may reach you easily for questions and concerns.

**Second placement:** repeat the parts of this process again, where applicable.

- **Set up your observation schedule** so that you visit each student at least three times during the first placement and at least two times during the second placement for a minimum total of five formal observations. **BILINGUAL AUTHORIZATION** students should have a minimum total of at least six visits. Visits should be made approximately every two weeks. The **first placement observations** should include mathematics, reading/language arts and science or social studies; the **second placement observations** should include reading/language arts, science or social studies. **BILINGUAL AUTHORIZATION** students should have an ELD observation during their bilingual placement. Refer to the Performance Task Guidelines for each content area. Inform both the student teacher and the master teacher in advance of all formal visits to avoid days when there are field trips, assemblies, etc. **\*\*Do not observe before week 3!**
- 
- **Candidates are expected to submit their lesson plans to you 48 hours in advance** of each formal observation. Failure to do may result in the student teacher being placed on a contract and having no observation on the scheduled day. The student teacher should have already met with the master teacher regarding the lesson plan and adjusted it based upon his/her feedback. In order to access the Task Stream account of the student teacher, s/he must submit the **Context for Learning** to the supervisor within the first two weeks of the placement.
- The **pre-conference** should occur before the first observation. It is where the supervisor and student teacher discuss the Performance Task Guidelines. These clarify exactly what the student teacher should prepare and what the supervisor should expect to see.

The **observation** should be the full lesson or at least the major part of a long lesson that the student teacher has prepared. The student teacher should know when to expect the supervisor, and the supervisor should observe the lesson that was submitted in the lesson plan. It is not about the student “putting on a show”. It is about collaboration with the master teacher to plan and implement quality lessons. During the lesson the supervisor and the master teacher **both** script the observations using the DOTI forms. After the lesson the supervisor and the master teacher have a brief conversation to compare their impressions of the observation. The supervisor and/or the student teacher write in reflections and align and identify TPEs on the right side of the DOTI form. The supervisor should then evaluate the lesson based on the Performance Rubrics on Task Stream.

**Journals** should have weekly entries by the student teacher and be reviewed by the supervisor at each visit. Suggested questions for journal entries are included in the syllabus.

The **post-conference** is when the supervisor and student teacher meet to discuss the observation and the feedback based on the Performance Task Rubric. It is during this time that you may also have the pre-conference for the next lesson to be observed referring to the Performance Task Guidelines for that lesson.

- **Conference as soon as possible** after each observation with the student teacher. If it is not possible to conference at the school, make sure you do so ASAP during your office hours or at a mutually convenient time and meeting place.
- **Conduct at least one three-way conference** involving the master teacher and student teacher after an observation in each placement. Modeling feedback techniques and sharing insights are helpful to the master teacher.
- After your first or second visit if you and the master teacher decide the student teacher is having difficulty, collaborate with the master teacher to **write a contract** referring to specific TPEs the

student must work on. The master teacher, the student teacher, and the university supervisor must sign and receive copies of the contract. A signed copy of the contract should be submitted to the coordinator who will meet with the student teacher weekly for the duration of the contract. If significant progress is not made by the specified date you and the master teacher have agreed upon, then there may be grounds for removal of the student teacher and a grade of "No Credit" may be given.

- **Keep up-to-date on Task Stream.** You will need to score the following on Task Stream: the lesson plan/observation and the reflection for each visit and one bulletin board and one parent conference for the semester. **One ASTP is to be completed at the end of each placement. Be sure you score your students under the appropriate course (435S or 437S); you will receive a list from Diana Lopez.**
- **Supervisor's folders** will need to be submitted to the coordinator at the end of the semester. One folder for each student teacher is necessary and should include a checklist with the following documents in the order listed on the checklist: a student information sheet, two master teacher information sheets, the DOTI observation scripting forms from the **supervisor** and **master teachers**, a LAUSD non-confidential form from each master teacher, a letter of recommendation from each master teacher, one letter of recommendation from the supervisor and the BILINGUAL AUTHORIZATION competency checklist, if applicable.

#### 4. **School-Site Administrator/Designee (for university intern option only)**

- Supervise and support intern's classroom performance

#### 5. **Master Teacher (for student teaching option only)**

- Introduce student teacher as another teacher who will eventually take over the class.
- Explain routines (attendance, lunch count, etc.).
- Explain classroom management expectations.
- Model standards-based lessons.
- Remain in the classroom to supervise student teacher.
- Confer with the student teacher informally on a daily basis for performance feedback.
- Conduct three formal assessment observations concurrently with the university supervisor using the university DOTI Part I forms. Each formal assessment consists of a pre-observation consultation, a formative observation/reflective conversation, and a post-observation conference (see section E – Assessment Procedures below).
- Provide constructive written critiques of teaching in a reflective journal.
- Schedule weekly meetings with the student teacher for planning and feedback.
- Review lesson plans prior to the student teacher lesson with constructive comments and suggestions.
- Serve as a resource to the student teacher for ideas, suggestions, and materials.
- Allow the student teacher to meet objectives through alternative teaching strategies learned in university methods courses.
- Maintain on-going communication with the university supervisor and student teacher regarding any specific needs or problems.
- Involve the student teacher in all faculty activities including Back to School Night, Open House, grading procedures, parent conferences, staff meetings, and professional development.

- Meet with the university supervisor on a regular basis to coordinate effective support and assessment of the student teacher.
- Complete the following at the end of the assignment:
  - LAUSD Checklist
  - A letter of recommendation on school site letterhead
  - Master Teacher Program Evaluation – Electronic submission

#### 6. Assessor

- Conduct a summative assessment (Teaching Event) completed in the last phase of the program.

#### 7. Candidate

- Obtain current assessment requirements and procedures from TED PACT instructor.
- Submit on TaskStream to your field supervisor at assigned times: lesson plans, reflections, and required forms.
- Integrate feedback from supervisor/master teacher regarding TPE performance into future classroom practice.
- Maintain personal copies of all documents and forms.
- Keep all appointments for observations and conferences with supervisor/master teacher assessor, coordinator, and advisor.
- Provide supervisor/master teacher, assessor, and advisor with all requested items.
- Review previous assessment ratings and comments prior to each scheduled observation.
- Maintain Reflective Journal for each supervised field experience course.
- Adhere to all school district requirements (see Section VIII E). If a candidate is dismissed by a school district during the field experience, a grade of No Credit for the course may result.

**NOTE 1:** All candidates must meet TPEs at the required proficiency rating (see Section VIII E 6). Candidates who do not meet these ratings after the second formal observation (see C 1 below) will be placed on a contract that outlines specific TPEs that need to be met within a specific timeframe (see [Appendix F](#))

#### **NOTE 2: Student Teaching Option only**

- Complete entire Student Teaching field experience (see section VI-A-2)
- Arrive at school a half hour prior to beginning of the school day or assignment and remain at school until a half hour after the closing of the school day or assignment.

### C. Observation Schedule

Planning the observation schedule for each candidate requires the university and school site personnel to use the TPAS charts (see [Appendix B](#)) to identify the content and sequence of the assessment observations for each program phase. The content is determined by the specific performance tasks (fourth column of TPAS chart) and corresponding TPEs (third column of TPAS chart).

#### 1. Multiple/Single Subject - University Intern Option

- Minimum of 3 formal assessment observations by the university supervisor in phase 2 and in phase 3, for a total of 6 observations  
(**NOTE:** Supervisors may conduct 2 additional non-assessment observations)
- Interns receive additional support from school district site-based Support Providers

#### 2. Multiple/Single Subject - Student Teaching Option

Formal assessment observations--total of 5 formative assessment observations by program completion:

- Minimum of 3 formative assessment observations by the supervisor and master teacher concurrently in the First Field Experience (for single subject, the first half of the semester) in Phase 3
- Minimum of 2 formative assessment observations by the university supervisor and master teacher concurrently in the Second Field Experience (for single subject, the second half of the semester) in Phase 3

**NOTE:** Supervisors may conduct additional non-assessment observations

### 3. BILINGUAL AUTHORIZATION

In order to meet the BILINGUAL AUTHORIZATION competencies, candidates will have one additional formal observation of an ELD lesson.

## D. Supervised Field Observation Assessment Documents

### 1. Description of Teaching Index (DOTI)

The DOTI is a two-part document used by the **observer (university supervisor or master teacher)**. DOTI Forms I and II can be found in [Appendix G](#). DOTI Form II can also be found electronically on TaskStream. The DOTI Part I page has an original and one copy as follows: *white* = university file, *yellow* = candidate. This DOTI Part I form requires signatures and dates for documentation purposes. Specific directions for completing the following DOTI forms can be found below in section VI-E. **DOTI Parts I and II are required for each formative assessment observation.**

#### a. DOTI Part I-Observation Script and Reflective Conversation Notes:

This form is used to script observations of the lesson, code the script with TPE numbers, and record evidence of candidate's knowledge of TPEs in the reflective conversation column. **(More than one new DOTI Part I sheet may be required for each assessment observation).**

#### b. DOTI Part II-TPE Formative Assessment Rating Form:

This form is used by the observer to rate candidate performance on the TPEs and to record the recommendations for the next assessment observation based on the ratings. The form is submitted electronically on TaskStream. The TPAS charts show the correlation between specific TPEs, performance tasks, and phase. The TPEs to be rated are determined by the candidate's:

- Program--Multiple Subject (MS) or Single Subject (SS);
- Option--Student Teaching or University Intern; and
- Phase—1, 2, & 3.

## E. Formative Assessment Procedures

Procedures #1-6 occur for each assessment observation throughout a program phase.

### **NOTE: Student Teaching Option only:**

**University supervisor (observer)** and **master teacher (observer)** conduct assessment observations concurrently using the university DOTI forms provided by the university supervisor. **University supervisor** and **master teacher** follow the same assessment procedures described below in steps 1-6 except where noted.

### 1. Candidate Information and Required Forms

- a. **Program coordinator** provides **observer** with all required assessment forms and related charts (TPAS and DOTI Part I) and relevant candidate information: program, option, and phase of supervised field experience (e.g. Student Teaching, Multiple Subject, Phase 2). This information determines the candidate's performance tasks and TPEs to be assessed at each phase.

- b. The TPEs and performance tasks for each program, option, and phase can be found on one of four TPAS charts (Multiple Subject Program-University Intern Option, Single Subject Program-University Intern Option, Multiple Subject Program- Student Teaching Option, Single Subject Program-Student Teaching Option).
- **Observer** selects correct TPAS chart that matches program information for each candidate to be supervised (see E. 1.b. above), and multiple sheets (3 to 5 per visit) of DOTI Part I - *Observation Script and Reflective Conversation Notes*

## 2. Formative Assessment Observation and Reflective Conversation

The assessment observation and reflective conversation occur after each pre-observation conference, require multiple sheets of DOTI Part I, and include the following steps:

- a. **Candidate** provides **observer** with a Context for Learning form, on TaskStream, based on the classroom of the candidate. The candidate will also provide a lesson plan prior to the observation.
- b. While **candidate** demonstrates the TPEs within the context of the performance task, **observer** scripts the lesson on the Observation Script section of DOTI Part I. The script includes the evidence of teacher/student behaviors and dialog
- c. Following the lesson scripting, the **observer** and **candidate** have a reflective conversation that includes the following: **NOTE:** In the Student Teaching Option, the **university supervisor and the master teacher together** will have a reflective conversation with the candidate on at least one occasion. At this time, the university supervisor leads the reflective conversation with the candidate.
  - **Observer** asks questions to gain insight into the candidate’s rationale for instructional decisions observed during lesson.
  - **Observer** asks specific questions to obtain evidence of candidate’s knowledge of TPEs not observed during the lesson.
  - **Candidate** has the opportunity to reflect and comment on the impact of his/her performance on student learning and the quality of the evidence presented.
  - **Observer** records relevant comments on Reflective Conversation Notes section of DOTI Part I.
- d. **Observer** and **candidate** record signatures and date at the bottom of DOTI Part I.
- e. **Supervisor** informs **candidate** when TPE ratings (DOTI Part II) will be available for review on TaskStream.

## 3. Coding Procedures

The coding occurs once after each assessment observation/reflective conversation; requires the set of completed DOTI Part I and DOTI Part II (on TaskStream), and the TPE Elements (section IV.B); and includes the following steps:

- a. **Observer** codes the observation script by writing all appropriate TPE numbers above the corresponding text. This process is accomplished by matching TPEs to the scripted entries, as noted in the following script excerpt: *After reading final section of chapter on Westward Movement aloud, teacher asks students to describe greatest challenges faced by the pioneers...*<sup>2</sup> A code of **2** is assigned because TPE #2 is *Monitoring Student Learning During Instruction* and the teacher has monitored learning by asking questions to determine students’ comprehension.
- b. **Observer** codes the reflective conversation notes in the same manner. This coding serves as an additional basis for documentation of the TPEs that are not observable in any lesson and provides insight into the candidate’s knowledge base of the TPEs and rationale for instructional decisions.

#### 4. TPE Ratings

The rating occurs after the coding procedure is completed.

- a. **Observer** gathers the correct rating sheets (DOTI Part I) used in the assessment observation.
- b. On the DOTI Part II, rating sheets (TaskStream) **observer** enters the date of visit.
- c. **Observer** determines the rating number for each TPE. This number reflects the candidate's proficiency rating of each TPE at the time of the visit. Proficiency ratings range from *Below novice practice-Application of TPE is not evident* to *Emerging expert practice-Application of TPE is consistently appropriate*. The proficiency rating reflects the degree to which the candidate has demonstrated application of the TPEs to meet students' needs in relation to state content standards. The proficiency rating for each TPE is based on a holistic analysis of all instances of each coded TPE embedded within the observation script and reflective conversation. Ratings are based on a scale of 1-4:

#	Proficiency Rating
1	Below novice practice
2	Novice practice
3	Proficient practice
4	Emerging expert practice

- d. **Observer** rating procedures are as follows:
  - Locate the relevant TPEs being assessed on DOTI Part II.
  - On the Observation Script and Reflective Conversation Notes (DOTI Part I), review the script for each occurrence of the code that matches each TPE (i.e. all occurrences of TPE #2-*Monitoring Student Learning During Instruction*).
  - To determine the rating for each TPE, **observers**:
    - i. Use the TPE Performance Tasks Rubric (see [Appendix E](#); copy distributed at supervisors' training) to locate the appropriate proficiency level of the TPE performed by the candidate.
    - ii. Enter the proficiency number in the correct column on DOTI Part II (see the sample below).
    - iii. Post Observation Conference: the **university supervisor** will provide a copy of the coded observation script and share TPE Ratings with the candidate within one week so that the candidate can be informed of his/her progress and prepare for future assessments.

## Sample Section-TPE Rating Form-DOTI Part II

<b>Rating Scale:</b> 1=Below novice practice: Application of TPE is not evident 2=Novice practice: Application of TPE is occasionally appropriate 3=Proficient practice: Application of TPE is usually appropriate 4=Emerging expert practice: Application of TPE is consistently appropriate	Date			Final Rating
	Visit 1 Date	Visit 2 Date	Visit 3 Date	
	Mo/day	Mo/day	Mo/day	
	TPE Rating Scale #			
TPE#2 Monitors Student Learning During Instruction	2	2	3	3
TPE #3 Interpretation and Use of Assessment	1	2	2	2
TPE #4 Making Content Accessible	2	3	4	4
<b>Average final ratings from page 1 and 2 and enter that average here: →</b>				<b>3</b>

### 5. Field Experience TPE Scores

At the end of each supervised field experience (at the end of Phase 2 and 3 for University Interns; at the end of the first and second field experiences in Phase 3 for Multiple Subject Student Teachers; and at the midpoint and end of Phase 3 student teaching for Single Subject Student Teachers), the **university supervisor** assigns a final score on the **ASTP on TaskStream** for each TPE using the following steps:

- Review the visit ratings for each TPE that was assessed and determine a holistic *Final Rating* based on the candidate's developmental progress.
- Candidates must receive a final TPE rating of 2, for all TPEs that were assessed, in order to receive a grade of Credit.

**NOTE:** Any candidate who does not meet the minimal rating for either the first or second field experience, will receive a grade of NO CREDIT for the course and will be referred to the program coordinator to discuss options.

### 6. Course Grade

The final TPE scores recorded on the ASTP determine the candidate's grade for the Student Teaching/Fieldwork courses. Candidates must receive a final TPE rating of "2" for all TPEs that were assessed.

## SUMMATIVE ASSESSMENT - PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT)

### A. PACT Complete Teaching Event Overview

This final assessment (*Teaching Event*) will take place in the last semester of the TED credential program. Throughout the program, candidates learn how to prepare for this summative assessment described below. Task #1-a, is introduced and assigned in TED/LBS 400.

The Teaching Event (TE) is a summative capstone assessment, taking place at the end of the credential program that requires novice teachers to *plan* a series of integrated lessons, video tape their *instruction*, *assess* and analyze student work, and *reflect* on their teaching. Task #1 of the TE, **Context for Learning**, provides relevant information about the instructional context and the students as learners within the learning environment. The central focus of the **Context for Learning** includes four key factors that influence planning and teaching: Academic Development, Language Development, Social Development, and Socio-economic and Cultural Context. The TE objectives for this course focus on the

demographics of the students, classroom, school, and surrounding community in which the four key factors influence learning and instructional decisions (TPE 8).

- 1. Task 1. Context for Learning**
  - a. Context for Learning Form
  - b. Commentary on your instructional context
- 2. Task 2. Planning for Instruction and Assessment**
  - c. Overview of Plans for Learning Segment Form
  - d. Instructional materials, e.g., class handouts, overheads, assessments, and formal assessments (including evaluation criteria) labeled by the lesson number(s) (e.g., Lesson 1, Lessons 2-3) for which each document will be used
  - e. Commentary explaining your thinking behind your instruction and assessment plans
- 3. Task 3. Instructing Students and Supporting Learning**
  - f. Video clip(s)
  - g. Video Label Form
  - h. Lesson plan for video clip(s)
  - i. Commentary explaining and analyzing the teaching and learning portrayed in the video
- 4. Task 4. Assessing Student Learning**
  - j. Work samples from three students to illustrate what students generally understood and what a number of students were still struggling to understand
  - k. Evaluative criteria or rubrics used to assess student performance on the assessment
  - l. Commentary analyzing student learning and identifying next steps in instruction
- 5. Task 5. Reflecting on Teaching and Learning**
  - m. Daily reflections for each lesson taught within your learning segment
  - n. Commentary analyzing what you learned about your students and your teaching practice from teaching the learning segment and identifying changes you might make in your teaching practice based on this analysis

## **B. PACT Complete Teaching Event Description**

### **1. Focus on Student Learning**

In this Teaching Event, you will show the strategies you use to make the subject area content accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

### **2. Select a Learning Segment**

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach mathematics to more than one class of students, focus on only one class. For the Teaching Event, you will **plan a learning segment of about one week (approximately 3-5 lessons)** that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. The learning segment should include learning objectives for both the curriculum content and the development of academic language related to that content.

### **3. Submit Teaching Artifacts and Analysis**

You will submit an overview of your instruction and assessment plan, copies of instructional and assessment materials, one or two video clips of your teaching, a

summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this Teaching Event

#### 4. **Assessment of Your Teaching Event**

Your Teaching Event should clearly demonstrate how your practice meets the California *Teaching Performance Expectations (TPEs)*. A list of the TPEs appears at the end of this Handbook. Scoring rubrics have been developed to align with these professional expectations for classroom teachers. To download this Handbook or for more information about the Teaching Event, the scoring rubrics, and the TPEs, go to the PACT website at <http://www.pacttpa.org>.

### C. **PACT Teaching Event Overview for Task #1: Context for Learning**

**Classroom Context Commentary** (This commentary is a TED 411 course assignment.)

#### 1. **Purpose**

The Context for Learning task (Task #1) is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' learning and the school environment

#### 2. **Tasks**

- o. Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop your students' conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.
- p. Provide descriptive information about your instructional context and instructional resources.
- q. Describe important features of your class that will affect your instructional decisions.

#### 3. **Context Commentary**

**Write a commentary of about three single-spaced pages that addresses the following prompts**

- r. Briefly describe the following:
  - Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
  - Kind of class you are teaching (e.g., third grade self-contained, sixth grade core math/science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
  - Degree of ability grouping or tracking, if any
- b. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
  - **Academic development.** Consider prior student knowledge, key skills, developmental levels, and other special educational needs. (TPE 8)
  - **Language development.** Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary

languages. (TPE 7, 8)

- **Social development.** Consider factors such as the students' ability and experience in working independently and with others. (TPE 8)
  - **Socio-economic and cultural context.** Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources.
- c. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

**D. Performance Assessment for California Teachers (PACT).**

Task #1: Context for Learning - Information Form (This is a TED/LBS 400 assignment to be attached to the Early Field Documentation Signature Form). Directions: Provide the context information for the class you have selected to practice for the summative Teaching Event.

**The form below is a TED/LBS 400 course assignment that is attached to the Early Field Documentation form**

**1. The Subject Area/Course You are Teaching**

- a. How much time is devoted each day to mathematics instruction in your classroom?

**2. The Students in Your Class**

- a. How many students are in the class you are documenting? \_\_\_\_\_
- b. How many students in the class are: English learners \_\_\_\_ Proficient English speakers \_\_\_\_
- c. How many students have Individualized Education Plans (IEPs) or 504 plans?  
\_\_\_\_\_

**3. About the School Curriculum and Resources**

- d. Describe any specialized features of your classroom setting (e.g., bilingual, Structured English Immersion, team taught with a special education teacher).
- e. If there is a particular textbook or instructional program you primarily use for mathematics instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)
- f. What other major resources do you use for instruction in this class?
- g. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., "a few" or "about 30."

**4. About the Community**

- h. Identify the ways in which the teacher and school communicate with parents

**ADDITIONAL POLICIES AND PROCEDURES**

**A. Registration Holds**

Prior to registration for each semester after Phase 1, candidates may be required to meet with an advisor to remove the registration hold before registering for any. This policy guarantees that each candidate correctly progresses through the program.

**B. Petitions**

Candidates may petition a variety of division policies and requirements (low GPA, course recency, etc.) by completing the *Petition for Exception* form available at the Student Services Center or on the TED website. The form with all required supporting information should be returned to the Student Services Center. Candidates who wish to petition university-level issues (removal of grade from the record, change of grade after more than one year, reimbursement of fees, etc.) should make an appointment to see the TED division chair who screens and forwards requests to the university committee. These requests must be for

compelling and unusual circumstances and must be thoroughly documented by the candidate (see [University Catalog](#) for details). Filing a petition does not guarantee that the request will be granted.

### **C. Change of Program**

Candidates should choose the appropriate program option (Multiple/Single Subject Program - University Intern Option or Multiple/Single Subject Program Student Teaching Option) based upon their teaching status at the time of program entry. To be eligible for the University Intern option candidates must be contracted teachers (without a preliminary credential) currently teaching K-12 students. If a University Intern candidate ceases to be a contracted teacher, he or she must meet with the Intern Coordinator as soon as possible. Student Teaching candidates who obtain a K-12 public school contract should file a *Change of Program Form*, as well as a *University Intern Program Application*, to enter the University Intern Option as soon as possible. Candidates can obtain required forms at the Student Services Center.

Candidates who wish to switch from the Single Subject program to the Multiple Subject Program also must file a *Change of Program Form*. If they are also switching options (Student Teaching to University Intern or vice versa), they also must complete the appropriate forms as indicated above. In addition, University Intern candidates changing credential objective (Multiple or Single Subject) must provide documentation of their contracted status at the appropriate grade level.

### **D. Program Interruption**

A *Re-activation* form is required for candidates who have been accepted into the program and have experienced a program disruption during the required course sequence. Candidates may obtain this form at the Student Services Center in order to complete the re-activation process by the deadline date prior to the semester of re-entry. The deadline dates are: Fall re-entry = April 1; Spring re-entry = October 1; Summer Term= last Friday in March. NOTE: deadline dates are subject to change.

### **E. Unsatisfactory Field Experience**

Candidates must adhere to all school district requirements. If a candidate is dismissed by a school district during the field experience, a grade of No Credit for the course, or dismissal from the program may result. Candidates must receive a final TPE rating of 2.0 for the first field experience and 2.0 for the second field experience with no TPE rating below “2”. Any candidate who does not meet the minimal rating for either the first or second field experience will receive a grade of NO CREDIT for the course and will be referred to the program coordinator to discuss options.

In the event that a concern develops regarding the appropriate progress of the candidate by either the master teacher and/or university supervisor, a contract may be established that outlines specific TPE’s that need to be met within the desired timeline. Candidates who are placed on a contract must meet with the program coordinator. Additional strategies may include:

1. Observation of candidate by university supervisor followed by written observation and individual conference.
2. Conference between master teacher and/or university supervisor for concurrence.
3. Conference with candidates, university supervisor and coordinator to discuss contract.
4. Another university supervisor may observe if no credit is recommended.

Candidates who do not meet the terms of the contract must meet with the program coordinator to discuss options.

## **F. Work Stoppage**

The following governs student teaching and intern field assignments during teacher strikes or work stoppages or other disruptions at public school sites: It will be the responsibility of each candidate to be in regular communication with his/her university supervisor to keep abreast of the situation. Student teachers, interns, and employees of the university are not to participate in the strike situation in any fashion as representatives of CSUDH. Should the strike situation continue for an extensive period of time, reassignment of candidates will be made as necessary to ensure that minimum State and university student teaching and university intern field experience requirements are met. This policy would also apply if there were disruptions at a school site with a potential for violence involving issues other than employee-management relations.

## **G. Course Transfers**

In order to transfer course units from other institutions, candidates must submit a *Request for Course Substitution* form (obtained in the Student Services Center). A maximum of 9 units are allowed to transfer. Transfer of units is subject to careful analysis because of the stringent requirements of the CSUDH credential program.

## **H. Supplementary Authorizations**

Candidates holding a Multiple or Single Subject Credential who wish to have one or more subjects added to their credential should refer to the *Supplementary Degree Authorizations* handouts obtained from the Student Services Center.

## **I. Clear Credential**

The Preliminary Teaching Credential expires after five years. The options for earning a clear teaching credential are explained at the CCTC website:

<http://www.ctc.ca.gov/credentials/default.html>.

### **1. Option 1**

Complete a Commission-approved Teacher Induction Program through an approved school district, county office of education, college or university, or consortium. Individuals applying for a clear credential under Option 1 must submit their application through their approved induction program sponsor. Individuals employed in private schools may participate in an approved induction program but are not supported by state funding. It is the responsibility of the individual approved induction program to determine the cost, if any, to the teacher for participation. The fee for the induction program should be clearly indicated in the advising documentation and shared with the participating teacher prior to enrolling in the approved induction program.

### **2. Option 2**

If an approved induction program is verified to be unavailable to a beginning teacher then the individual may complete a university-based, Commission-approved clear credential teacher preparation program. The employer of a preliminary credential holder must complete and sign the "*Verification of Unavailability of a Commission Approved Induction Program*" (Form CL 855), stating that Induction is not available to the individual to allow that person to utilize the Clear Credential program route to earn a clear credential. Individuals employed in private schools or other teaching positions may be eligible for enrollment in an approved clear credential program. The institution sponsoring the approved clear credential program must submit the recommendation for the clear teaching credential.

### 3. Option 3

Teachers who are certified by the National Board for Professional Teaching Standards will be issued a Clear Teaching Credential in the subject area in which they have received national certification. Individuals applying for the clear credential under Option 3 apply directly to the Commission for a clear teaching credential.

Note: If a preliminary credential holder is not employed in a teaching position, an approved Induction program may not be available to the individual, and he or she would not be eligible to complete a Clear Credential program. The individual holding the preliminary teaching credential may need to wait until he or she finds a teaching position to complete the requirements for the clear teaching credential. Should the holder of a preliminary teaching credential be unable to complete the requirements for the clear teaching credential within the five-year term, they are strongly advised to contact the Commission and request an extension of the preliminary teaching credential.

## IX. Early Completion Options

### A. Interns

The Early Completion Internship Option is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Internship program and demonstrate pedagogical skills through a performance assessment while in a California Commission-approved internship program. For information about this option, consult the California Commission on Teacher Credentialing website at <http://www.ctc.ca.gov>, and make an appointment with a TED advisor.

### B. Private School Teachers

California Education Code provides two options for private school teachers to obtain Multiple and Single Subject Teaching Credentials. These two options allow private school teachers to use three to five years of appropriate teaching experience in lieu of the student teaching component or six years in lieu of completing a teacher preparation program including student teaching. Candidates with sufficient private school teaching experience apply directly to the Commission for the multiple or single subject credential and are not subject to the Teaching Performance Assessment requirement. For information about this option, consult the California Commission on Teacher Credentialing website at <http://www.ctc.ca.gov>, and make an appointment with a TED advisor.

## CAMPUS WEBSITE RESOURCES

University and program information can be accessed from the following websites. Additional information is available at the Student Services Center.

- **CSUDH Website** <http://www.csudh.edu/>
- **CSUDH Website Index** <http://www.csudh.edu/index.html>
- **School of Education Website** <http://www.csudh.edu/cps/SOE/> (click on [Teacher Education](#) Department)
- **Financial Aid Office Website:** <http://www.csudh.edu/studentaffairs/financialaid/>
- **Campus Map:** <http://www.csudh.edu/VisitUs/campusmap.shtml>

**APPENDIX A**

**PROGRAM CHECKLISTS**

**Candidate Checklist to Monitor Program Progress  
Multiple Subject - University Intern Option**

**Pre-Program Requirements**

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of Basic Skills: *CBEST* or passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* or score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* or score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
- Verification of Subject Matter Competence (CSET Exams Passed)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- BILINGUAL AUTHORIZATION Only: Verification of Oral Fluency

*Candidates must meet all course and assessment criteria at each phase in order to advance through the program.*

**Required Courses**

<b>Phase One</b>		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> TED 411	Classroom Management	2 units
<input type="checkbox"/> TED 420**	Computer Literacy for Teachers	1 unit
<input type="checkbox"/> Submit Fieldwork Letter of Recommendation form prior to advancement to Phase Two <input type="checkbox"/> BILINGUAL AUTHORIZATION Culture and Written Examinations (BILINGUAL AUTHORIZATION Credential Candidates only)		
<b>Phase Two</b>		
<input type="checkbox"/> TED 403	Elementary Reading/Language Arts I	3 units
<input type="checkbox"/> TED 410	Elementary Mathematics Methods	3 units
<input type="checkbox"/> TED 415+	Multicultural Education: Urban Context	3 units
<input type="checkbox"/> TED 445.01	Fieldwork I: Elementary Interns	6 units
<input type="checkbox"/> TED 446	Introduction to Internship: MS	1 unit
<b>Phase Three</b>		
<input type="checkbox"/> TED 404	Elementary Reading/Language Arts II	3 units
<input type="checkbox"/> TED 412~	Elementary Social Studies Methods	2 units
<input type="checkbox"/> TED 416	Elementary Science Methods	2 units
<input type="checkbox"/> TED 445.02	Fieldwork II: Elementary Interns	6 units
<input type="checkbox"/> TED 448	Teaching Event: Elementary	2 units
<b>The courses below may be taken in any Phase:</b>		
<input type="checkbox"/> TED 408***	Visual and Performing Arts	2 units
<input type="checkbox"/> KIN 425***	Physical Education in Elementary Schools	3 units

\*Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the Fall 2003 semester

\*\*Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

\*\*\*Not required for CSUDH Liberal Studies Majors

+TED 415 may be taken in either Phase One or Phase Two

~TED 412 may be taken in either Phase Two or Phase Three

**Additional Requirements**

- Pass RICA Examination and attach scores to credential application
- Attach official transcripts to credential application
- Submit Preliminary Credential Application to Student Services Center

**For complete description of program, refer to the *TED Program Handbook* and the *CSUDH University Catalog*.**

**Revised: 11/18/10**

## Candidate Checklist to Monitor Program Progress Single Subject - University Intern Option

### Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and University Intern Credential Program
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of Basic Skills: *CBEST* or passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* or score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* or score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
- Verification of Subject Matter Competence (CSET Exams Passed or Subject Matter Waiver)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- BILINGUAL AUTHORIZATION Only: Verification of Oral Fluency

*Candidates must meet all course and assessment criteria at each phase in order to advance through the program.*

### Required Courses

Phase One		
<input type="checkbox"/> TED 400	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> TED 411	Classroom Management	2 units
<input type="checkbox"/> TED 420*	Computer Literacy for Teachers	1 unit

- Submit Fieldwork Letter of Recommendation form prior to advancement to Phase Two
- BILINGUAL AUTHORIZATION Culture and Written Examinations (BILINGUAL AUTHORIZATION Credential Candidates Only)

Phase Two		
<input type="checkbox"/> TED 406	Teaching Secondary Reading	3 units
<input type="checkbox"/> TED 415+	Multicultural Education: Urban Context	3 units
<input type="checkbox"/> TED 465.01	Fieldwork I: Secondary Interns	6 units
<input type="checkbox"/> TED 466	Introduction to Internship	1 unit
<input type="checkbox"/> TED 468**	Secondary Teaching Methods – Subject Specific	3 units
<input type="checkbox"/> TED 460	Healthy Environments: Secondary	1 unit

Phase Three		
<input type="checkbox"/> TED 465.02	Fieldwork II: Secondary Interns	6 units
<input type="checkbox"/> TED 467	Secondary Teaching Methods - General	3 units
<input type="checkbox"/> TED 488	Teaching Event: Secondary	2 units

\*All candidates must enroll in TED 420 and may meet course requirements by examination.

\*\*Art candidates take TED 494S.02; Music candidates take TED 494S.03; PE candidates take KIN 448

+TED 415 may be taken in either Phase One or Phase Two

### Additional Requirements

- Attach official transcripts to credential application
- Submit Preliminary Credential Application to Student Services Center

**For complete description of program refer to the *TED Program Handbook* and the *University Catalog*.**

Revised: 11/18/10

## Candidate Checklist to Monitor Program Progress Multiple Subject - Student Teaching Option

### Pre-Program Requirement

- Admission to Post-Baccalaureate Graduate Credential Program and Student Teaching Option
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of Basic Skills: **CBEST/CBEST** or passing scores on **CSET: Multiple Subject Plus Writing Skills Examination** or score of “college ready” or “exempt” on **CSU EAP Placement exams in Math and English** or score of 50 on **CSU ELM Placement Test** and score of 151 on **CSU EPT Placement Test**
- Verification of Subject Matter Competence (CSET Exams Passed)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- BILINGUAL AUTHORIZATION Only: Verification of Oral Fluency

**Candidates must meet all course and assessment criteria at each phase in order to advance through the program.**

### Required Courses

Phase One		
<input type="checkbox"/> TED 400*	Seminar: Introduction to Education	2 units
<input type="checkbox"/> TED 402	Educational Psychology	3 units
<input type="checkbox"/> TED 407	Language Learning	3 units
<input type="checkbox"/> TED 411	Classroom Management	2 units
<input type="checkbox"/> TED 420**	Computer Literacy for Teachers	1 unit
Approved Student Teaching Application prior to advancement to Phase Two BILINGUAL AUTHORIZATION Culture and Written Examinations (BILINGUAL AUTHORIZATION Credential Candidates only)		

Phase Two		
<input type="checkbox"/> TED 403	Elementary Reading/Language Arts I	3 units
<input type="checkbox"/> TED 410	Elementary Mathematics Methods	3 units
<input type="checkbox"/> TED 415+	Multicultural Education: Urban Context	3 units
<input type="checkbox"/> TED 416	Elementary Science Methods	2 units
<input type="checkbox"/> TED 433	Teaching Practices Seminar: Multiple Subject	3 unit

Phase Three		
<input type="checkbox"/> TED 404	Elementary Reading/Language Arts II	3 units
<input type="checkbox"/> TED 412~	Elementary Social Studies Methods	2 units
<input type="checkbox"/> TED 435S	Student Teaching	12 units
OR	OR	
<input type="checkbox"/> TED 437S	Student Teaching: Integrated	9 units
<input type="checkbox"/> TED 448	Teaching Event: Elementary	2 units

The courses below may be taken in any Phase:		
<input type="checkbox"/> TED 408***	Visual and Performing Arts	2 units
<input type="checkbox"/> KIN 425***	Physical Education in Elementary Schools	3 units

\*Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the Fall 2003 semester

\*\*Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

\*\*\*Not required for CSUDH Liberal Studies Majors

+TED 415 may be taken in either Phase One or Phase Two

~TED 412 may be taken in either Phase Two or Phase Three

### Additional Requirements

- Pass RICA Examination and attach scores to credential application
- Attach official transcripts to credential application
- Submit Preliminary Credential Application to Student Services Center

**For complete description of program, refer to the TED Program Handbook and the CSUDH University Catalog.**

**Revised: 11/18/10**

**Candidate Checklist to Monitor Program Progress  
Single Subject - Student Teaching Option**

**Pre-Program Requirement**

- Admission to Post-Baccalaureate Graduate Credential Program and Student Teaching Option
- Identification Clearance: Current Pre-Intern Certificate, Emergency Permit, or Certificate of Clearance
- Verification of undergraduate 2.75 GPA in the last 60 units or 2.67 GPA overall undergraduate
- Verification of Basic Skills: *CBEST* or passing scores on *CSET: Multiple Subject Plus Writing Skills Examination* or score of “college ready” or “exempt” on *CSU EAP Placement exams in Math and English* or score of 50 on *CSU ELM Placement Test* and score of 151 on *CSU EPT Placement Test*
- Verification of Subject Matter Competence (CSET Exams Passed or Subject Matter Waiver)
- Verification of U.S. Constitution Requirement (Course Transcript or Examination Letter)
- BILINGUAL AUTHORIZATION Only: Verification of Oral Fluency

*Candidates must meet all course and assessment criteria at each phase in order to advance through the program.*

**Required Courses**

<b>Phase One</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> TED 400</li> <li><input type="checkbox"/> TED 402</li> <li><input type="checkbox"/> TED 407</li> <li><input type="checkbox"/> TED 411</li> <li><input type="checkbox"/> TED 420*</li> </ul>	Seminar: Introduction to Education Educational Psychology Language Learning Classroom Management Computer Literacy for Teachers	2 units 3 units 3 units 2 units 1 unit

Approved Student Teaching Application prior to advancement to Phase Two  
 BILINGUAL AUTHORIZATION Culture and Written Examinations (BILINGUAL AUTHORIZATION Credential Candidates only)

<b>Phase Two</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> TED 406</li> <li><input type="checkbox"/> TED 415+</li> <li><input type="checkbox"/> TED 453</li> <li><input type="checkbox"/> TED 468**</li> <li><input type="checkbox"/> TED 460</li> </ul>	Teaching Secondary Reading Multicultural Education: Urban Context Teaching Practices Seminar: Single Subject Secondary Teaching Methods – Subject Specific Healthy Environments: Secondary	3 units 3 units 3 units 3 units 1 unit

<b>Phase Three</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> TED 455S</li> <li><input type="checkbox"/> TED 467</li> <li><input type="checkbox"/> TED 488</li> </ul>	Student Teaching: Single Subject Secondary Teaching Methods - General Teaching Event: Secondary	12 units 3 units 2 units

All candidates must enroll in TED 420 and may meet course requirements by examination.  
 \*\*Art candidates take TED 494S.02; Music candidates take TED 494S.03; PE candidates take KIN 448  
 +TED 415 may be taken in either Phase One or Phase Two

**Additional Requirements**

- Attach official transcripts to Credential Application
- Submit Preliminary Credential Application to Student Services Center

**For complete description of program, refer to the TED Program Handbook and the CSUDH University Catalog.**

**Revised: 11/18/10**

## **APPENDIX B**

# **TEACHING PERFORMANCE ASSESSMENT SYSTEM (TPAS) CHARTS**

**CSUDH Teacher Performance Assessment System (TPAS®)**  
**Multiple Subject Program - University Intern Option**

<b>Program Courses (Units)</b>	<b>Course Signature Assignments</b>	<b>TPE #</b>	<b>Formative &amp; Summative Assessments</b>
<b>Phase One</b>			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) TED 407 Language Learning (3) TED 411 Classroom Management (2) ♦ TED 420 Computer Literacy for Teachers (1)	♦ Classroom management plan	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
<b>Phase Two</b>			<b>Field Performance Tasks</b>
TED 403 Elementary Reading/Language Arts I (3) • TED 410 Elementary Mathematics Methods (3) TED 415 Multicultural Education: Urban Context (3) ♦ TED 416 Elementary Science Methods (2) TED 445.01 Fieldwork I: Elementary Interns (6) TED 446 Introduction to Internship (1)	• Reading pre-assessment & reading lesson plan ♦ Science pre-assessment, unit plan, related lesson plan, & assessment	1A, 4, 5, 7, 8, 9	• Conduct a reading pre-assessment, create a reading lesson plan, implement the plan, and reflect on student learning. ■ Conduct a pre-assessment of students' knowledge and skills in math, create multi-day lesson plan, teach related lesson, assess student learning * Conduct language proficiency assessment, create ELD lesson plan, teach lesson *[Relates to TED 407 content in Phase One]
<b>Phase Three</b>			<b>Field Performance Tasks &amp; Teaching Event</b>
TED 404 Elementary Reading/Language Arts II (3) • TED 412 Elementary Social Studies Methods (2) ■ TED 445.02 Fieldwork II: Elementary Interns (6) TED 448 Teaching Event: Elementary (2) ▲	■ Integrated Social Studies Unit Plan, Related Lesson, & Assessment	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13	• Evaluate students' writing and create and teach an instructional sequence in writing aligned to a content area. Create a rubric to analyze writing samples. ■ Create integrated unit plan, teach related lesson, assess student learning ♦ Conduct a pre-assessment of students' knowledge and skills in science, create multi-day lesson plan, teach related lesson, assess student learning ▲ Summative Assessment: Teaching Event

**The courses below may be taken in any Phase:**

TED 408 Visual and Performing Arts (2)

KIN 425 Physical Education in Elementary School (3)

TED 415 may be taken in either Phase One or Two

**CSUDH Teacher Performance Assessment System (TPAS®)**  
**Single Subject Program - University Intern Option**

<b>Program Courses (Units)</b>	<b>Course Signature Assignments</b>	<b>TPE #</b>	<b>Formative &amp; Summative Assessments</b>
<b>Phase One</b>			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ◆ TED 420 Computer Literacy for Teachers (1)	◆ Classroom management plan	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
<b>Phase Two</b>			
<b>Field Performance Tasks</b>			
TED 406 Teaching Secondary Reading (3) • TED 415 Multicultural Education: Urban Context (3) ■ TED 465.01 Fieldwork I: Secondary Interns (6) TED 466 Introduction to Internship (1) TED 468 Secondary Teaching Methods – Subject Specific (3) ◆ TED 460 Healthy Environments: Secondary (1)	• Pre-assessment, literacy-based lesson plan, reflection on student learning. ◆ Pre-Assessment, unit plan in authorized subject, related lesson plan	1B, 4, 5, 7, 8, 9	• Conduct a pre-assessment of students’ knowledge and skills in the authorized credential subject, create a literacy-based lesson plan, implement the plan, and reflect on student learning. ◆ Conduct a pre-assessment of students’ knowledge and skills in the authorized credential subject,, create unit plan in authorized subject, teach a related lesson * Conduct language proficiency assessment; create SDAIE lesson plan, teach lesson *[Relates to TED 407 content in Phase One]
<b>Phase Three</b>			
<b>Field Performance Tasks &amp; Teaching Event</b>			
TED 465.02 Fieldwork II: Secondary Interns (6) TED 467 Secondary Teaching Methods - General (3) • TED 488 Teaching Event: Secondary (2) ▲	• Pre-assessment, multi-day lesson plan & post-assessment	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	• Conduct a pre-assessment of students’ knowledge and skills in the authorized credential subject, create multi-day lesson plan, teach related lesson, assess student learning  ▲ Summative Assessment: Teaching Event

**The course below may be taken in any Phase:**  
 TED 415 may be taken in either Phase One or Two

**CSUDH Teacher Performance Assessment System (TPAS®)  
Multiple Subject Program – Student Teaching Option**

<b>Program Courses (Units)</b>	<b>Course Signature Assignments</b>	<b>TPE #</b>	<b>Formative &amp; Summative Assessments</b>
<b>Phase One</b>			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ◆ TED 420 Computer Literacy for Teachers (1)	<ul style="list-style-type: none"> <li>• Student observation</li> <li>■ Language proficiency assessment</li> <li>◆ Classroom management plan</li> </ul>	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
<b>Phase Two</b>			
<b>Field Performance Tasks: Practiced in TED 433</b>			
TED 403 Elementary Reading/Language Arts I (3) • TED 410 Elementary Mathematics Methods (3) ■ TED 415 Multicultural Education: Urban Context (3) ◆ TED 416 Elementary Science Methods (2) ▲ TED 433 Teaching Practices Seminar (3)	<ul style="list-style-type: none"> <li>• Reading pre-assessment &amp; reading/ELD lesson plan</li> <li>▲ Science pre-assessment, unit plan, related lesson plan, &amp; assessment</li> </ul>	1A, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> <li>• Conduct a reading pre-assessment, create a reading/ELD lesson plan, implement the plan, and reflect on student learning. (teaching practiced in Phase Two, assessed by supervisor in Phase Three)</li> <li>◆ Conduct a pre-assessment of students' knowledge and skills in mathematics, create multi-day lesson plan, teach related lesson, assess student learning (practiced in Phase Two, assessed by supervisor in Phase Three)</li> <li>▲ ◆ Conduct a pre-assessment of students' knowledge and skills in science, create multi-day lesson plan, teach related lesson, assess student learning (practiced in Phase Two, assessed by supervisor in Phase Three)</li> </ul>
<b>Phase Three</b>			
<b>Field Performance Tasks &amp; Teaching Event</b>			
TED 404 Elementary Reading/Language Arts II (3) • TED 412 Elementary Social Studies Methods (2) ■ TED 435s Student Teaching (12) OR TED 437s Student Teaching (Integrated Only) (9) TED 448 Teaching Event: Elementary (2) ▲	<ul style="list-style-type: none"> <li>■ Integrated Social Studies Unit Plan, Related Lesson, &amp; Assessment</li> </ul>	1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11, 12,13	<ul style="list-style-type: none"> <li>• Evaluate students' writing and create and teach an instructional sequence in writing aligned to a content area. Create a rubric to analyze writing samples.</li> <li>■ Create integrated unit plan, teach related lesson, assess student learning</li> <li>* BILINGUAL AUTHORIZATION candidates: Conduct language proficiency assessment; create ELD lesson plan, teach lesson</li> <li>*[Relates to TED 407 content in Phase One]</li> <li>▲ Summative Assessment: Teaching Event</li> </ul>

**The courses below may be taken in any Phase:**

- TED 408 Visual and Performing Arts (2)
- KIN 425 Physical Education in Elementary School (3)

TED 415 may be taken in either Phase One or Two

**CSUDH Teacher Performance Assessment System (TPAS®)  
Single Subject Program - Student Teaching Option**

<b>Program Courses (Units)</b>	<b>Course Signature Assignments</b>	<b>TPE #</b>	<b>Formative &amp; Summative Assessments</b>
<b>Phase One</b>			
TED 400 Seminar: Introduction to Education (2) TED 402 Educational Psychology (3) • TED 407 Language Learning (3) ■ TED 411 Classroom Management (2) ♦ TED 420 Computer Literacy for Teachers (1)	♦ Classroom management plan	4, 8, 9, 11, 12	Early Field Experiences and Preparation for Summative Teaching Event: TED 400 = School Context/Curriculum/Resources TED 402 = Learning about Students TED 407 = Cultural Context TED 411 = Classroom Environment
<b>Phase Two</b>		<b>Field Performance Tasks: Practiced in TED 453</b>	
TED 406 Teaching Secondary Reading (3) • TED 415 Multicultural Education: Urban Context (3) ■ TED 453 Teaching Practices Seminar (3) TED 468 Secondary Teaching Methods I (3) ♦	Pre-assessment, literacy-based lesson plan, reflection on student learning. ♦ Pre-Assessment, unit plan in authorized subject, related lesson plan	1B, 4, 5, 7, 8, 9	• Conduct a pre-assessment of students' knowledge and skills in the authorized credential subject, create a literacy-based lesson plan, implement the plan, and reflect on student learning (practiced in Phase Two, assessed by supervisor in Phase Three) ♦ Conduct a pre-assessment of students' knowledge and skills in the authorized credential subject, create unit, teach a related lesson (practiced in Phase Two, assessed by supervisor in Phase Three) * Conduct language proficiency assessment; create SDAIE lesson plan, teach lesson (practiced in Phase Two, assessed by supervisor in Phase Three) *[Relates to TED 407 content in Phase One]
<b>Phase Three</b>		<b>Field Performance Tasks &amp; Teaching Event</b>	
TED 455s Student Teaching (12) TED 467 Secondary Teaching Methods II (3) • TED 488 Teaching Event: Secondary (2) ▲	• Pre-Assessment, multi-day lesson plan & assessment	1B, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13	Conduct a pre-assessment of students' knowledge and skills in the authorized credential subject, create multi-day lesson plan, teach related lesson, assess student learning ▲ Summative Assessment: Teaching Event

**The course below may be taken in any Phase:**

TED 460 Healthy Environments: Secondary (1)

TED 415 may be taken in either Phase One or Two



## **APPENDIX C**

### **TEACHING PERFORMANCE EXPECTATIONS (TPE) ELEMENTS**

## TEACHER PERFORMANCE EXPECTATIONS (TPE) ELEMENTS

<b>TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subject: Reading-Language Arts</b>
a. Demonstrates the ability to teach the CA content standards for students in Reading-Language Arts (Grades K-8).
b. Delivers 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
Listening and speaking strategies and applications.
c. Diagnoses student skills before instruction, monitors progress during instruction and assesses progress after instruction in Reading-Language Arts.
<b>TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subject: Mathematics</b>
a. Demonstrates the ability to teach the CA content standards for students in Mathematics (Grades K-8).
b. Teaches students to understand basic mathematical computations, concepts, and symbols using mathematical reasoning and concrete, verbal, symbolic and graphic representations.
c. Teaches students to understand basic mathematical computations, concepts, and symbols in order to solve novel and real-world problems from multiple perspectives.
<b>TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subject: Science</b>
a. Demonstrates the ability to teach the CA content standards for students in science (Grades K-8).
b. Balances the focus of instruction between science knowledge and scientific inquiry.
c. Uses explanations, investigations, and experimentations to illustrate concepts and principles.
d. Emphasizes accuracy, precision, and estimation.
<b>TPE #1A: Subject-Specific Pedagogical Skills for Multiple Subject: History-Social Science</b>
a. Demonstrates the ability to teach the CA content standards for students in history-social science (Grades K-8).
b. Enables students to learn and use analytical thinking skills.
c. Demonstrates insights into historical periods and cultures from multiple perspectives.
d. Uses multiple strategies including: maps and timelines, simulations, case studies, cultural artifacts, works of arts and literature, cooperative projects, and research activities.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: English-Language Arts</b>
a. Demonstrates the ability to teach the CA content standards for students in English-Language Arts (Grades 7-12).
b. Delivers 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
Listening and speaking strategies and applications
c. Diagnoses student skills before instruction, monitors progress during instruction, and assesses progress after instruction.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Mathematics</b>
a. Demonstrates the ability to teach the CA content standards for students in mathematics (Grades 7-12).

b. Enables students to understand basic mathematical computations, concepts, and symbols and to use them to solve problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
c. Assigns and assesses work through progress-monitoring and summative assessments that include open-ended questions, investigations, and projects.
d. Assigns and assesses work through progress-monitoring and summative assessments that include open-ended questions, investigations, and projects.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Science</b>
a. Demonstrates the ability to teach the CA content standards for students in science (Grades 7-12).
b. Balances the focus of instruction between science knowledge and scientific inquiry.
c. Uses explanations, investigations, and experimentations to illustrate concepts and principles.
d. Emphasizes accuracy, precision, and estimation.
e. Establishes and monitors procedures for the care, safe use, and storage of equipment and materials, the disposal of hazardous materials, and the ethical treatment of live animals.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: History-Social Science</b>
a. Demonstrates the ability to teach the CA content standards for students in history-social science (Grades 7-12).
b. Enables students to learn and use analytical thinking skills in history-social sciences.
c. Demonstrates insights into historical periods and cultures, from multiple perspectives.
d. Uses multiple strategies including maps and timelines, simulations, case studies, cultural artifacts, works of arts and literature, cooperative projects, and research activities.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Art</b>
a. Demonstrates the ability to teach the CA content standards for students in art (Grades 7-12).
b. Balances instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.
c. Encourages student creativity, flexibility, and persistence in solving artistic problems.
d. Provides secure environments that allow students to take risks and approach aesthetic problems in multiple ways.
e. Understands and is 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.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Health Science</b>
a. Demonstrates the ability to teach the CA content standards for students in health science (Grades 7-12).
b. Demonstrates 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).
c. Demonstrates problem-solving and critical thinking skills that develop confidence in the decision making process and promote healthy behaviors.
d. Recognizes differences in individual growth and development and variation in culture and family life
e. Demonstrates 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.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Language other than English</b>
a. Demonstrates the ability to teach the CA content standards for students in language other than English (Grades 7-12).
b. Demonstrates a high proficiency in the language that allows them to conduct their classes in the target language.
c. Demonstrates the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling students to demonstrate communicative ability in the target language from level 1 to advanced.
d. Demonstrates knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language.
e. Demonstrates an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken

<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Music</b>
a. Demonstrates the ability to teach the CA content standards for students in music (Grades 7-12).
b. Models highly developed aural musicianship and aural analysis skills and teaches music theory and analysis.
c. Teaches students to read and notate music, to understand the techniques of orchestration and to have facility in transposition.
d. Helps students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse groups.
e. Instructs students in voice, keyboard, woodwinds, brass, strings, guitar and percussion.
f. Enables students to understand aesthetic valuing in music and teaches them to respond to, analyze and critique performances and works of music.
<b>TPE #1B: Subject-Specific Pedagogical Skills for Single Subject: Physical Education</b>
a. Demonstrates the ability to teach the CA content standards for students in physical education (Grades K-12).
b. Enables students to develop the skills and knowledge they need to become active for life.
c. Balances the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles.
d. Designs 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.
e. Demonstrate sensitivity to students' cultural and ethnic backgrounds and includes activities of global interest in the curriculum.
f. Creates class environments that ensure safe and productive participation in physical activity
<b>TPE #2: Monitoring Student Learning During Instruction</b>
a. Re-teaches content based on evidence gathered using assessment strategies (e.g. questions and examination of student work products).
b. Anticipates, checks for, and addresses student misunderstandings.
<b>TPE #3: Interpretation and Use of Assessments</b>
a. Uses a variety of formal /informal assessments and formative/ summative assessments to determine students' progress and plan instruction (e.g. curriculum-based tests, norm-referenced and criterion- referenced tests, performance and self-assessments, and portfolios).
b. Administers and interprets state-adopted assessment program and makes accommodations for students with special needs.
<b>TPE #4: Making Content Accessible</b>
a. Addresses and reinforces state adopted academic content standards
b. Prioritizes, sequences, and varies content and learning strategies according to lesson purpose content, and level of student achievement.
c. Explains content clearly.
d. Reinforces content in multiple ways: oral and written presentation, manipulatives, models, visual and performing arts, diagrams, non verbal communication, and computer technology.
e. Provides opportunities and adequate time for students to practice and apply what they have learned.
f. Develops student skills in using and understanding academic language.
g. Teaches strategies to comprehend a variety of texts.
h. Models active listening skills to increase oral comprehension.
i. Motivates students and encourages student creativity, imagination, and effort.
<b>TPE #5: Student Engagement</b>
a. Communicates course goals, requirements, and grading criteria to students and families.
b. Checks for student understanding of directions and procedures.

c. Uses strategies to engage students: activating prior knowledge, community resources, student life experiences, and applied learning activities.
d. Asks questions to stimulate higher level thinking and teaches all students to respond to and frame meaningful questions.
<b>TPE #6A: Developmentally Appropriate Practices in Grades K-3</b>
a. Provides developmentally appropriate instruction and management strategies for the young learner.
b. Creates a structured environment with opportunities for movement.
c. Plans instructional activities that connect with the children’s immediate world.
d. Plans instructional activities that draw on key content from more than one subject area.
e. Includes hands-on experiences and manipulatives.
f. Teaches and models norms of social interactions.
g. Assists students in developing realistic expectations of their environment.
h. Plans for students with exceptional behavior and academic needs.
<b>TPE #6B: Developmentally Appropriate Practices in Grades 4-8</b>
a. Provides developmentally appropriate instruction and management strategies for the upper elementary and young adolescent.
b. Provides support for students who lack basic skills.
c. Uses grade-level texts to teach state academic content standards.
d. Uses a variety of instructional strategies to extend students' concrete thinking to the application of concepts and skills.
e. Fosters abstract reasoning and problem-solving skills.
f. Helps students develop learning strategies to cope with challenging academic curriculum; e.g. reciprocal teaching, self-assessment, SQ3R, etc.
g. Assists students in developing strategies for time management.
h. Develops students’ skills for working in cooperative groups.
i. Supports students in trying new roles and responsibilities and becoming intellectual risk-takers.
j. Responds appropriately firmly, consistently, and respectfully to students who are testing limits.
<b>TPE #6C: Developmentally Appropriate Practices in Grades 9-12</b>
a. Provides developmentally appropriate instruction and management strategies for the adolescent.
b. Develops advanced thinking in students.
c. Allows students responsibility for their own learning and communicates consequences of their choices.
d. Makes connections between the curriculum and life beyond high school.
<b>TPE #7: Teaching English Learners</b>
a. Provides developmentally appropriate instruction and management strategies for English learners
b. Uses data from first and second language proficiency and literacy assessment to differentiate instruction.
c. Collaborates with specialists and para-educators to support English language development.
d. Selects varied instructional materials and strategies to develop students’ abilities to comprehend and produce English.
e. Uses English that extends students’ current level of development, yet is comprehensible.
f. Uses systematic instructional strategies (sheltering), including contextualizing key concepts and activating prior knowledge.
g. Uses explicit instruction and questioning to make grade-appropriate content comprehensible to English learners.
h. Manages first language support, such as para-educators, peers, books, tapes, and technology.
i. Models appropriate English grammatical constructions.
<b>TPE #8: Learning about Students</b>
a. Gathers information to plan instruction and design learning opportunities:
<ul style="list-style-type: none"> <li>• Patterns of child and adolescent development</li> </ul>

<ul style="list-style-type: none"> <li>• Formal and informal methods to assess student’s prior knowledge and skills</li> <li>• Observation of interpersonal interactions and learning styles</li> </ul>
b. Uses information gathered to identify student’s needs.
c. Uses multiple assessments to identify special learning needs of students.
d. Encourages parents to become involved in and support students' learning.
<b>TPE #9: Instructional Planning</b>
a. Plans comprehensive instruction in accordance with state-adopted academic content standards.
b. Establishes clear long-range and short-range goals based on state and local standards for student achievement.
c. Plans reflect explicit teaching methods to help students meet or exceed grade level expectations.
d. Uses clear and precise language in all plans.
e. Plans reflect varied and appropriate instructional strategies, groupings, and materials to meet the needs of students.
f. Plans reflect logical sequence of content with clear connections between instructional unit plans and lesson plans.
g. Plans reflect content that is based on students' linguistic and cultural backgrounds and developmental needs.
h. Plans reflect appropriate use of support personnel to help students reach instructional goals.
<b>TPE #10: Instructional Time</b>
a. Establishes procedures for routine tasks.
b. Poses instruction and manages transitions effectively.
c. Adjusts use of time as needed.
d. Uses instructional time efficiently.
<b>TPE #11: Social Environment</b>
a. Establishes rapport with students and a positive classroom climate.
b. Assists students in independent and collaborative work.
c. Establishes and maintains a classroom management plan with clear expectations for academic and social behavior.
d. Conducts outreach to students' families.
e. Ensures that students demonstrate respect to peers and teacher.
f. Conducts individualized behavior interventions as needed.
<b>TPE #12: Professional, Legal, and Ethical Obligations</b>
a. Analyzes own personal values and biases in order to provide equal opportunities for all students.
b. Resists racism and acts of intolerance.
c. Manages professional time to ensure that academic goals are met.
d. Understands California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities.
e. Can identify suspected cases of child abuse, neglect, and sexual harassment and carries out laws and district guidelines for reporting cases.
f. Understands and implements school and district policies and state and federal laws in responding to inappropriate and violent student behavior.
g. Understands and honors all laws relating to professional misconduct and moral fitness.
<b>TPE #13: Professional Growth</b>
a. Evaluates own teaching practices and subject matter knowledge in relation to the state-adopted academic content standards.
b. Improves teaching by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
c. Uses reflection and feedback for increasing subject matter knowledge and teaching effectiveness.

## **APPENDIX D**

### **TPE PERFORMANCE TASKS GUIDELINES for Supervised Field Experience in Phase Two and Three for University Intern Option and Phase Three for the Student Teaching Option**

**TPE Performance Task Guidelines: Multiple Subject – University Intern Option**

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
<b>Phase Two</b>		
<b>Task # 1</b>		
<b>TPE #</b> <b>1A, 5, 8, 9</b>	Conduct a reading pre-assessment, create a reading/ lesson plan, implement the plan, and reflect on student learning. (related to TED 403)	<ol style="list-style-type: none"> <li>1. Conduct reading pre-assessment:               <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate English/Language Arts (ELA) standards (or Estándares de lecto-escritura en español for Spanish reading lesson – BILINGUAL AUTHORIZATION candidates)</li> <li>• Select specific pre-assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create lesson plan:               <ul style="list-style-type: none"> <li>• Select Standard(s) based on pre-assessment results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement the plan:               <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>

<b>Task # 2</b>		<ol style="list-style-type: none"> <li>1. Conduct English Language Pre-Assessment: <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards</li> <li>• Select the language proficiency assessment to be used for pre-assessment</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement the plan: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>TPE #</b>  <b>1A, 5, 7, 8, 9</b>	<p>Conduct a language proficiency assessment, create an English Language Development lesson plan, implement the plan, and reflect on student learning. (related to TED 407)</p>	
<b>Task #3</b>		<ol style="list-style-type: none"> <li>1. Conduct Mathematics Pre-Assessment: <ul style="list-style-type: none"> <li>• Select a class of students</li> <li>• Identify the developmentally and sequentially appropriate mathematics standards</li> <li>• Select specific diagnostic strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create a multi-day lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following using the TED lesson plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the unit to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>• Implement a lesson plan from the multi-day plan: <ul style="list-style-type: none"> <li>• Design a lesson plan related to the multi-day plan</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>TPE #</b>  <b>1A, 4, 5, 7, 8, 9</b>	<p>♦ Conduct a pre-assessment of students' knowledge and skills in mathematics, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning. (related to TED 410)</p>	

<b>Phase Three</b>	
<b>Task #1</b>	
<b>TPE #</b>  <b>1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13</b>	Evaluate students' writing and create and teach an instructional sequence in writing aligned to a content area. Create a rubric to analyze writing samples. (related to TED 404)
<ol style="list-style-type: none"> <li>1. Evaluate students' writing and create an instructional sequence in writing aligned to a content area.</li> <li>2. Teach the instructional sequence.</li> <li>2. Create a rubric to analyze writing samples.</li> <li>3. Analyze writing samples.</li> <li>4. Prescribe next steps for instruction based on analysis.</li> <li>5. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</li> </ol>	
<b>Task #2</b>	
<b>TPE #</b>  <b>1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13</b>	♦ Conduct a pre-assessment of students' knowledge and skills in science, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning. (related to TED 416)
<ol style="list-style-type: none"> <li>1. Conduct Science Pre-Assessment:             <ul style="list-style-type: none"> <li>• Select a class of students.</li> <li>• Identify the developmentally and sequentially appropriate science standards</li> <li>• Select specific diagnostic strategies</li> <li>• Assess student and record results</li> </ul> </li> <li>2. Create a multi-day lesson plan:             <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following using the TED 416 multi-day lesson plan form: Standards (Content and investigation and Experimentation), Multi-day Plan Unifying idea, Learning Outcomes (Objectives), Curriculum Connection, Diagnostic Assessment, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies (application activity, formative assessment, and summative assessment if different from application activity) and Accommodation for diverse learners.                 <ul style="list-style-type: none"> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> </ul> </li> <li>3. Implement a lesson plan from the unit:             <ul style="list-style-type: none"> <li>• Design a lesson plan related to the unit</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>	

<b>Task #3</b>		<p>1. Create an integrated social studies unit plan:</p> <ul style="list-style-type: none"> <li>• Select appropriate standards in social studies and at least one other content area</li> <li>• Record the following using the TED 412 unit plan format: Standards, Focus Questions, Curriculum Connection, Engagement, Description of Learning Activities, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students w/ Special Needs)</li> </ul> <p>2. Implement a related lesson:</p> <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> <p>3. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</p>
<b>TPE #</b>	Create an unit plan incorporating social studies and at least one other subject area, teach a related lesson, and assess and reflect on student learning. (related to TED 412)	
<b>1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13</b>		
<b>PACT Teaching Event - Mathematics</b>		See specific PACT tasks provided in Section VII of this Handbook and in TED 448
<b>TPEs #1-11</b>	<b>PACT Teaching Event</b>	

**TPE Performance Task Guidelines: Single Subject - University Intern Option**

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
<b>Phase Two</b>		
<b>Task #1</b>		
<b>TPE #</b> <b>1B, 5, 8, 9</b>	Conduct a pre-assessment of students' knowledge and skills in the authorized credential subject, create a literacy-based lesson plan, implement the plan, and reflect on student learning. (related to TED 406)	<ol style="list-style-type: none"> <li>1. Conduct a pre-assessment: <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create literacy-based lesson plan: <ul style="list-style-type: none"> <li>• Select Standard(s) based on pre-assessment results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs).</li> <li>• Modify the lesson to meet the needs of English language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement the plan: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>::Task # 2</b>		
<b>TPE #</b> <b>1B, 5, 7, 8, 9</b>	Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning. (related to TED 407)	<ol style="list-style-type: none"> <li>1. Conduct a English Language proficiency assessment: <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards</li> <li>• Select the language proficiency assessment to be used for pre-assessment</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on pre-assessment results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement the plan: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>

<b>Task #3</b>	
<b>TPE #</b> <b>1B, 4, 5, 7, 8, 9</b>	<p>Conduct a pre-assessment of students' knowledge and skills in the unit topic from the authorized credential subject, create a unit plan, teach a related lesson, and assess and reflect on student learning. (related to TED 468)</p>

  

<ol style="list-style-type: none"> <li>1. Conduct Pre-assessment: <ul style="list-style-type: none"> <li>• Select a class of students</li> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess student and record results</li> </ul> </li> <li>2. Create a unit plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on pre-assessment results</li> <li>• Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the unit to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>• Implement a lesson plan from the unit: <ul style="list-style-type: none"> <li>• Design a lesson plan related to the unit</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
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Phase Three		
<b>Task #1</b>		
TPE # <b>1B, 2, 3 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13</b>	Conduct a pre-assessment of student's knowledge and skills, create a multi-day plan in the authorized credential subject, teach a related lesson, assess and reflect student learning. (related to TED 467)	<ol style="list-style-type: none"> <li>1. Conduct Pre-Assessment: <ul style="list-style-type: none"> <li>• Select a class of students</li> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create a multi-day lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on pre-assessment results</li> <li>• Record the following using the TED lesson plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the plan to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>• Implement a lesson plan from the multi-day plan: <ul style="list-style-type: none"> <li>• Design a lesson plan related to the multi-day plan</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>Task # 2</b>		See specific PACT tasks provided in Section VII of this Handbook and in TED 488
TPEs 1-11	PACT Teaching Event	

**Performance Task Guidelines: Multiple Subject - Student Teaching Option**

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
<b>Phase Three</b>		
<b>Task # 1</b>		
<p><b>TPE #</b></p> <p><b>1A, 4, 5, 7, 8, 9</b></p>	<p>◆ Conduct a pre-assessment of students' knowledge and skills in mathematics, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning (related to TED 410)</p>	<p>1. Conduct Mathematics Pre-Assessment:</p> <ul style="list-style-type: none"> <li>• Select a class of students</li> <li>• Identify the developmentally and sequentially appropriate mathematics standards</li> <li>• Select specific diagnostic strategies</li> <li>• Assess students and record results</li> </ul> <p>2. Create a multi-day lesson plan:</p> <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following using the TED lesson plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the unit to meet the needs of English Language learners and/or special needs students in the group</li> </ul> <p>3. Implement a lesson plan from the multi-day plan:</p> <ul style="list-style-type: none"> <li>• Design a lesson plan related to the multi-day plan</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> <p>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</p>

<b>Task #2</b>		<ol style="list-style-type: none"> <li>1. Conduct reading pre-assessment: <ul style="list-style-type: none"> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Conduct English Language Pre-Assessment: <ul style="list-style-type: none"> <li>• Identify the developmentally and sequentially appropriate English/Language Arts (ELA) standards and English/Language Development (ELD) standards (or Estándares de lecto-escritura en español for Spanish reading lesson – BILINGUAL AUTHORIZATION candidates)</li> <li>• Select the language proficiency assessment to be used for pre-assessment</li> <li>• Assess students and record results</li> </ul> </li> <li>3. Create lesson plan: <ul style="list-style-type: none"> <li>• Select Standard(s) based on diagnostic results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>4. Implement the plan: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>5. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</li> </ol>
<b>TPE #</b>	<p>Conduct a reading pre-assessment, conduct a language proficiency assessment, create a reading lesson plan that includes an English Language Development component, implement the plan, and reflect on student learning. <b>(Must be done at the K-3 level.)</b> (Related to TED 403 and TED 407)</p>	
<b>Task #3</b>		<p>Conduct Science Pre-Assessment: Select a class of students.</p> <ul style="list-style-type: none"> <li>• Identify the developmentally and sequentially appropriate science standards</li> <li>• Select specific diagnostic strategies</li> <li>• Assess students and record results</li> </ul> <ol style="list-style-type: none"> <li>2. Create a multi-day lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following using the TED 416 multi-day lesson plan form: Standards (Content and investigation and Experimentation), Multi-day Plan Unifying idea, Learning Outcomes (Objectives), Curriculum Connection, Diagnostic Assessment, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies (application activity, formative assessment, and summative assessment if different from application activity) and Accommodation for diverse learners.</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement a lesson plan from the unit: <ul style="list-style-type: none"> <li>• Design a lesson plan related to the unit</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>TPE #</b>	<p>◆ Conduct a pre-assessment of students' knowledge and skills in science, create a multi-day lesson plan, teach a related lesson to a class, and assess and reflect on student learning. (related to TED 416)</p>	
<b>1A, 4, 5, 7, 8, 9</b>		

<b>Task #4</b>		
<b>TPE #</b>  <b>1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13</b>	Evaluate students' writing and create and teach an instructional sequence in writing aligned to a content area. Create a rubric to analyze writing samples. <b>(Must be done in 4-8 grade level.)</b> (Related to TED 404)	<ol style="list-style-type: none"> <li>1. Evaluate students' writing and create an instructional sequence in writing aligned to a content area.</li> <li>2. Teach the instructional sequence.</li> <li>2. Create a rubric to analyze writing samples.</li> <li>3. Analyze writing samples.</li> <li>4. Prescribe next steps for instruction based on analysis.</li> <li>5. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</li> </ol>
<b>Task #5</b>		
<b>TPE #</b>  <b>1A, 2, 3, 4, 5, 6A/B, 7, 8, 9, 10, 11,12, 13</b>	Create a unit plan incorporating social studies and at least one other subject area, teach a related lesson, and assess and reflect on student learning. (related to TED 412)	<ol style="list-style-type: none"> <li>1. Create an integrated social studies unit plan: <ul style="list-style-type: none"> <li>• Select appropriate standards in social studies and at least one other content area</li> <li>• Record the following using the TED 412 unit plan format: Standards, Focus Questions, Curriculum Connection, Engagement, Description of Learning Activities, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students w/ Special Needs)</li> </ul> </li> <li>2. Implement a related lesson: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</li> </ol>

<b>Task #6</b>		<p>1. Conduct English Language pre-assessment:</p> <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate English/Language Development (ELD) standards</li> <li>• Select the language proficiency assessment to be used for pre-assessment</li> <li>• Assess students and record results</li> </ul> <p>2. Create lesson plan:</p> <ul style="list-style-type: none"> <li>• Select standard(s) based on diagnostic results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English Language learners and/or special needs students in the group</li> </ul> <p>3. Implement the plan:</p> <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> <p>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</p>
<b>BILINGUAL AUTHORIZATION only</b>		
<b>TPE #</b>  <b>1A, 5, 7, 8, 9</b>	<p>Conduct a language proficiency assessment, create an English Language Development lesson plan, implement the plan, and reflect on student learning. (related to TED 407)</p>	
<b>Task #7</b>		See specific PACT tasks provided in Section VII of this Handbook and in TED 488
<b>TPEs 1-11</b>	PACT Teaching Event	

**Performance Task Guidelines: Single Subject - Student Teaching Option**

Assessment Cycle/TPE	Performance Task Description	Performance Task Directions
<b>Phase 3</b>		
<b>Task #1</b>		
<p align="center"><b>TPE # 1B, 4, 5, 7, 8, 9</b></p>	<p>Conduct a pre-assessment of student’s knowledge and skills, create a multi-day plan in the authorized credential subject, teach a related lesson, assess and reflect student learning. (related to TED 467)</p>	<ol style="list-style-type: none"> <li>1. Conduct Pre-Assessment: <ul style="list-style-type: none"> <li>• Select a class of students</li> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create a multi-day lesson plan: <ul style="list-style-type: none"> <li>• Select standard(s) based on pre-assessment results</li> <li>• Record the following using the TED lesson plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the plan to meet the needs of English Language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement a lesson plan from the multi-day plan: <ul style="list-style-type: none"> <li>• Design a lesson plan related to the multi-day plan</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>
<b>Task # 2</b>		
<p align="center"><b>TPE # 1B, 4, 5, 7, 8, 9</b></p>	<p>Conduct a language proficiency assessment, create a Specially Designed Academic Instruction in English (SDAIE) lesson plan, implement the plan, and reflect on student learning. (related to TED 407)</p>	<ol style="list-style-type: none"> <li>1. Conduct English Language proficiency assessment: <ul style="list-style-type: none"> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> </li> <li>2. Create lesson plan: <ul style="list-style-type: none"> <li>• Select Standard(s) based on pre-assessment results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the lesson to meet the needs of English language learners and/or special needs students in the group</li> </ul> </li> <li>3. Implement the plan: <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> </li> <li>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</li> </ol>

<b>Task #3</b>		<p>1. Conduct a pre-assessment:</p> <ul style="list-style-type: none"> <li>• Select a group of students</li> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess students and record results</li> </ul> <p>2. Create literacy-based lesson plan:</p> <ul style="list-style-type: none"> <li>• Select Standard(s) based on pre-assessment results</li> <li>• Record the following on the TED lesson plan form: Standards, Description of Content, Learning Outcome(s), Curriculum Connection, Engagement, Instructional Sequence, Application Activity, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs).</li> <li>• Modify the lesson to meet the needs of English language learners and/or special needs students in the group</li> </ul> <p>3. Implement the plan:</p> <ul style="list-style-type: none"> <li>• Teach the lesson</li> <li>• Record results of student performance</li> </ul> <p>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task</p>
<b>TPE #</b> <b>1B,2,3, 4, 5, 7, 8, 9, 10, 11</b>	<p>Conduct a pre-assessment of students' knowledge and skills in the authorized credential subject, create a literacy-based lesson plan, implement the plan, and reflect on student learning. (related to TED 406)</p>	
<b>Task #4</b>		<p>1. Pre-Assessment:</p> <ul style="list-style-type: none"> <li>• Identify the developmentally and sequentially appropriate content standards</li> <li>• Select specific assessment strategies</li> <li>• Assess student and record results</li> </ul> <p>2. Create a unit plan:</p> <ul style="list-style-type: none"> <li>• Select standard(s) based on pre-assessment results</li> <li>• Record the following using the TED unit plan form: Standards, Unit Plan Goals with Objectives, Curriculum Connection, Engagement, Outline of Content with Learning Activities, Materials and Resources, Assessment Strategies, Accommodations for Individual Learners (English Language Learners and Students with Special Needs)</li> <li>• Modify the unit to meet the needs of English Language learners and/or special needs students in the group</li> </ul> <p>3. Implement a lesson plan from the unit:</p> <ul style="list-style-type: none"> <li>• Design a lesson plan related to the unit</li> <li>• Teach the lesson</li> <li>• Assess student learning using appropriate measures</li> </ul> <p>4. Reflection on TaskStream: Analyze the effectiveness of your teaching practice in relation to this performance task.</p>
<b>TPE #</b> <b>1B,2,3, 4, 5, 7, 8, 9, 10, 11,12</b>	<p>Conduct a pre-assessment of students' knowledge and skills in the unit topic from the authorized credential subject, create a unit plan, teach a related lesson, and assess and reflect on student learning. (related to TED 468)</p>	
<b>Task #5</b>		<p>See specific PACT tasks provided in Section VII of this Handbook and in TED 488</p>
<b>TPEs 1-11</b>	<p>PACT Teaching Event</p>	

**APPENDIX E**

**TPE PERFORMANCE TASKS RUBRICS**

# TPE Performance Tasks Rubric

	Below Novice Practice	Novice Practice	Proficient Practice	Emerging Expert Practice
TPE 1A Teaching Reading - Language Arts in a Multiple/Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)	Plan and teach lessons in English- Language Arts (Grades K-8); disregard CA content standards or are inappropriate for the grade level Assign reading from textbook, ignores delivery of instruction in: • word analysis and vocabulary development • literary response • writing strategies Lecture only, without the use visuals Provide opportunities for students to read and write language Assess progress after instruction in Reading - Language Arts OR Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Plan and teach lessons based on CA English- Language Arts content standards that are appropriate for the grade level (Grades K-8) Deliver instruction in: • word analysis and vocabulary development • literary response • writing strategies with a focus on and connections between facts/conventions/skills or strategies for comprehending or composing text, and strategies for interpreting or conveying meaning in literacy. Use graphic organizers or outlines to lecture to the students Provide opportunities for students to read and write, comprehend and compose language Diagnose student skills before instruction and assess progress after instruction in Reading - Language Arts	Plan and teach lessons based on CA content standards in English- Language Arts (Grades K-8) Implement a program of instruction in: • word analysis and vocabulary development • reading comprehension • literary response • writing strategies • written and oral English Language conventions • listening and speaking strategies that focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text that will build understanding in literacy. Teach K-8 students how to use visual structures (graphic organizers or outlines) to comprehend narrative, expository, persuasive, and descriptive texts Provide opportunities for students to read and write, comprehend and compose, appreciate and analyze language Diagnose student skills before instruction, monitor progress during instruction, and assess progress after instruction in Reading -Language Arts	Plan and teach lessons based on CA content standards in English- Language Arts (Grades K-8); lessons include differentiated instruction Implement 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 • listening and speaking strategies and applications that focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text. A progression of learning tasks and assessments guides students to build deep understandings of the central literacy focus of the lesson. Teach K-8 students how to use visual structures (graphic organizers or outlines) to comprehend and produce narrative, expository, persuasive, and descriptive texts Provide opportunities for students to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy language Diagnose student skills before instruction, monitor progress during instruction and assess progress after instruction in Reading -Language Arts and modify instruction according to students' needs

<p>TPE 1A Teaching Mathematics in a Multiple Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Plan and teach lessons in Mathematics (Grades K-8); disregard CA content standards or are inappropriate for the grade level. Assign basic mathematical computations and concepts from textbook Provide opportunities for students to practice basic mathematics skills using textbook and/or worksheets OR Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Plan and teach lessons based on CA Mathematic content standards that are appropriate for the grade level (Grades K-8)</p> <p>θ Teach basic mathematical computations using procedural knowledge or conceptual knowledge,. The lesson includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies.</p> <p>θ uses verbal and visual modalities to solve textbook problems from a single perspective</p> <p>θ Provide opportunities for students to practice mathematics skills and concepts only using textbook approach</p>	<p>Plan and teach lessons based on CA content standards in Mathematics (Grades K-8)</p> <ul style="list-style-type: none"> <li>• Teach basic mathematical computations (procedural knowledge) and concepts (conceptual knowledge) using concrete, verbal, and symbolic representation to solve textbook and real-world problems from multiple perspectives with a focus on multiple dimensions of mathematics learning through clear connections among computations/procedures , concepts, and reasoning/problem solving strategies.</li> </ul> <p>θ Provide opportunities for students to practice and apply mathematics skills and concepts in a secure environment for taking intellectual risks to solve problems through multiple approaches</p>	<p>Plan and teach lessons based on CA content standards in Mathematics (Grades K-8); lessons include differentiated instruction Teach basic mathematical computations and concepts using concrete, verbal, symbolic, and graphic representation to solve novel and real-world problems from multiple perspectives and check for understanding Provide opportunities for students to practice and apply mathematics skills and concepts in a secure environment for taking intellectual risks to solve problems through multiple approaches; allow students to explain how they solve problems</p>
<p>TPE 1A Teaching Science in a Multiple Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Plan and teach lessons in Science (Grades K-8); disregard CA content standards or are inappropriate for the grade level. Assign readings from textbook only Discuss textbook experiments, but fails to explain accuracy, precision, or estimation /Refer to procedures for the care of live animals, safe use and storage of equipment and materials, or the disposal of potentially hazardous materials That has an overall focus that is primarily one-dimensional (e.g., a scientific phenomenon, science concept, or investigation/experimentation skills) This focus includes vague connections among science concepts, real world phenomena, and investigation/experimentation skills.</p>	<p>θ Plan and teach lessons based on CA Science content standards that are appropriate for the grade level (Grades K-8)</p> <ul style="list-style-type: none"> <li>• Teach balanced lessons that focus instruction on science information and concepts whose overall focus of the lesson is primarily two-dimensional (e.g., a scientific phenomenon or science concept, and investigation/experimentation skills).</li> </ul> <p>θ The focus includes some connections among science concepts, real world phenomena, and investigation/experimentation skills.</p> <p>θ Explain the terms accuracy, precision, and estimation with some connection to the process of collecting and analyzing</p>	<p>θ Pan and teach lessons based on CA content standards in Science (Grades K-8)</p> <ul style="list-style-type: none"> <li>• Teach balanced lessons that focus instruction on science concepts, and process skills, focusing on multiple dimensions of science learning through clear connections among science concepts, real world phenomena, and investigation/experimentation skills that build understanding of the lesson's objective(s).</li> </ul> <p>θ Emphasize the importance of accuracy, precision, and estimation in processing science data</p> <p>θ Provide opportunities for students to apply science process skills to</p>	<p>θ Plan and teach lessons based on CA content standards in Science (Grades K-8) lessons include differentiated instruction</p> <ul style="list-style-type: none"> <li>• Teach balanced lessons that focus instruction on science concepts, process skills, investigation/inquiry methods, and literacy skills that focus on multiple dimensions of science learning through clear connections among science concepts, real world phenomena, and investigation/experimentation skills.</li> </ul> <p>θ Strategies in the lesson guides students to build deep understandings of the lesson's objective(s)</p> <p>θ Emphasize the importance of accuracy, precision, and estimation in processing and applying science data</p>

	<p>Provide opportunities for students to learn about science process skills by completing worksheets. OR Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>science data</p> <p>θ Provide opportunities for students to learn about science process skills by having them read the textbook and perform experiments suggested by the text.</p>	<p>investigate and experiment science concepts</p>	<p>θ Provide opportunities for students to apply science process skills to investigate and experiment science concepts and principles using literacy skills</p>
<p>TPE 1A Teaching History-Social Science in a Multiple Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>θ Plan and teach lessons in History-Social Science (Grades K-8); disregard CA content standards or are inappropriate for the grade level.</p> <p>θ Read from textbook without teaching how concepts or themes provide insight about historical periods and cultures</p> <p>θ Use textbook to help students understand events and periods from a single perspective</p> <p>θ Provide opportunities for students to learn about History-Social Science by completing worksheets</p> <p>OR Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Plan and teach lessons based on CA History-Social Science content standards that are appropriate for the grade level (Grades K-8)</p> <ul style="list-style-type: none"> <li>• Teach how concepts or themes provide insights into historical periods and cultures from a single perspective that have an overall focus that is primarily one-dimensional (e.g., learning facts or a singular interpretation of an historical event or social science phenomenon).</li> </ul> <p>θ The focus of the lesson includes vague connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon.</p> <p>θ Use limited strategies including works of arts or literatures to help students understand events and periods from a single perspective</p> <p>θ Provide opportunities for students to learn about History-Social Science from the textbook</p>	<p>Plan and teach lessons according to the CA content standards in History-Social Science (Grades K-8)</p> <ul style="list-style-type: none"> <li>• Teach how concepts or themes provide insights into historical periods and cultures from multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon that build an understanding of the lesson's objective(s)</li> </ul> <p>θ Use various strategies including maps and timelines, cultural artifacts, works of arts and literatures to help students understand events and periods from multiple perspectives</p> <p>θ Provide opportunities for students to apply analytical thinking skills to engage in research activities</p>	<p>Plan and teach lessons according to the CA content standards in History -Social Science (Grades K-8) that include differentiated instruction</p> <ul style="list-style-type: none"> <li>• Teach how concepts and themes provide insights into historical periods and cultures from multiple perspectives and allow for student discussion that focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon that build deep understandings of the lesson's objective(s)</li> </ul> <p>θ Use various strategies including maps and timelines, simulations, case studies, cultural artifacts, works of arts and literatures to help students understand events and periods from multiple perspectives</p> <p>θ Provide opportunities for students to apply analytical thinking skills to engage in cooperative projects, and research activities</p>
<p>TPE 1B Teaching Reading-Language Arts in a Single Subject</p>	<p>Plan and teach lessons in English- Language Arts (Grades 7-12); disregard CA content standards or are inappropriate for the grade level.</p>	<p>Plan and teach lessons based on CA English-Language Arts content standards that are appropriate for the grade level (Grades 7-12)</p>	<p>θ θ Plan and teach lessons based on CA content standards in English- Language Arts (Grades 7-12)</p>	<p>Plan and teach lessons based on CA content standards in English-Language Arts (Grades 7-12); lessons include differentiated instruction</p>

<p>Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Assign reading from textbook, ignores delivery of instruction in:</p> <ul style="list-style-type: none"> <li>• word analysis and vocabulary development</li> <li>• literary response</li> <li>• writing strategies</li> </ul> <p>Teach textbook language arts</p> <p>Provide opportunities for students to practice English language conventions using the textbook</p> <p>Assess student progress periodically</p> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Deliver instruction in:</p> <ul style="list-style-type: none"> <li>• word analysis and vocabulary development</li> <li>• literary response</li> <li>• writing strategies</li> </ul> <p>that is primarily one-dimensional (e.g., a literal understanding of the text, or a single interpretation of the text, or a response with little reference to the text).</p> <p>The lesson includes vague connections among facts, understandings of the text, interpretations of the text, and responses to the text.</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach skills of research-based discourse</li> <li>• incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations</li> </ul> <p>Provide opportunities for students to write papers using English language conventions</p> <p>Determine the skill level of students' proficiency after instruction</p>	<p>θ Implement a program of instruction in:</p> <ul style="list-style-type: none"> <li>• word analysis and vocabulary development</li> <li>• reading comprehension</li> <li>• literary response</li> <li>• writing strategies</li> <li>• written and oral English Language conventions</li> <li>• listening and speaking strategies</li> </ul> <p>that focus on multiple dimensions of English-language arts learning through clear connections among facts, understandings of the text, interpretations of the text, and responses to the text.</p> <p>A progression of learning tasks is planned to build understanding of the lesson's objective(s).</p> <p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach advanced skills of research-based discourse</li> <li>• incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations</li> <li>• emphasize language arts as applied to work and careers</li> </ul> <p>θ Provide opportunities for students to use complex text including written and oral English language conventions to produce research papers or creative essays</p> <p>θ Diagnose the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction and determine the effectiveness of instruction and students' proficiency after instruction</p>	<p>Implement a comprehensive program of systematic instruction in:</p> <ul style="list-style-type: none"> <li>• word analysis, fluency, and systematic vocabulary development</li> <li>• reading comprehension</li> <li>• literary response and analysis</li> <li>• writing strategies and applications</li> <li>• written and oral English Language conventions</li> <li>• listening and speaking strategies and applications</li> </ul> <p>that focus on multiple dimensions of English-language arts learning through clear connections among facts, understandings of the text, interpretations of the text, and responses to the text. The progression of learning tasks guides students to build deep understandings of the lesson's objective.</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach advanced skills of research-based discourse</li> <li>• incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations</li> <li>• focus on analytical critique and of a variety of media</li> <li>• emphasize language arts as applied to work and careers</li> </ul> <p>Provide opportunities for students to use complex text including written and oral English language conventions to produce research papers, expository writings, or creative essays</p> <p>Diagnose the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction; determine whether students are making adequate progress on skills and concepts taught directly;</p>
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				determine the effectiveness of instruction and students' proficiency after instruction
TPE 1B Teaching Mathematics in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)	Plan and teach lessons in Mathematics (Grades 7-12); disregard CA content standards or are inappropriate for the grade level. Teach lessons from textbook only Provide opportunities to practice: Basic mathematical computations using worksheets Assess students as mandated OR Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Plan and teach lessons based on CA Mathematics content standards that are appropriate for the grade level (Grades 7-12) Demonstrate the ability to: • Use mathematics as a system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model textbook way of approaching mathematical problems that has an overall focus that is primarily one-dimensional (e.g., procedural or conceptual). This focus includes vague connections among computations/procedures, concepts, and reasoning/problem solving strategies. Provide opportunities to practice : Basic mathematical computations, concepts, and symbols to use them to solve textbook problems Verbal and symbolic representations to solve textbook problems Assess using end of chapter problems	Plan and teach lessons based on CA content standards in Mathematics (Grades 7-12) Demonstrate the ability to: • Use mathematics as a logical system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model and encourage students to use multiple ways of approaching mathematical problems • Encourage discussion of different solution strategies • Provide secure environment for taking intellectual risks that focus on multiple dimensions of mathematics learning through clear connections among computations/procedures , concepts, and reasoning/problem solving strategies. The progression of learning tasks are planned to build understanding of the lesson's objective(s). Provide opportunities to practice and apply: Basic mathematical computations, concepts, and symbols to use them to solve common problems Mathematical reasoning and verbal and symbolic representations to solve real world problems Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking such as investigations and project	Plan and teach lessons based on CA content standards in Mathematics (Grades 7-12); lessons include differentiated instruction Demonstrate the ability to: • Use mathematics as a logical system that includes definitions, axioms, and theorems • Use mathematical notation and advanced symbols • Model and encourage students to use multiple ways of approaching mathematical problems • Encourage discussion of different solution strategies • Foster positive attitude by encouraging student curiosity, flexibility, and persistence in solving mathematical problems • Provide secure environment for taking intellectual risks that focus on multiple dimensions of mathematics learning through clear connections among computations/procedures , concepts, and reasoning/problem solving strategies. The progression of learning tasks guides students to build deep understandings of the lesson's objective(s). Provide opportunities to practice and apply: Basic mathematical computations, concepts, and symbols to use them to solve common and novel problems Mathematical reasoning and concrete, verbal, symbolic, and graphic representations to solve real world problems Assign and assess work through progress-monitoring and

				<p>summative assessment that include illustrations of student thinking such as open-ended questions, investigations, and project</p>
<p>TPE 1B Teaching Science in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Plan and teach lessons in Science (Grades 7-12); disregard CA content standards OR are inappropriate for the grade level</p> <p>Lecture on science concepts and investigation and fails to explain accuracy, precision, or estimation</p> <p>Provide opportunities for students to learn about science process skills by completing worksheets</p> <p>Assess progress using randomly selected worksheets</p> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Plan and teach lessons based on CA Science content standards that are appropriate for the grade level (Grades 7-12)</p> <p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach science information from the text and at least two other sources</li> <li>• Perform textbook investigations or experiments</li> <li>• Use one way to measure or record scientific data</li> <li>• Refer to accuracy, precision, or estimation</li> <li>• Refer to procedures for the care of live animals, safe use and storage of equipment and materials, or the disposal of potentially hazardous materials</li> </ul> <p>That has an overall focus that is primarily two-dimensional (e.g., a scientific phenomenon or science concept, and investigation/experimentation skills).</p> <p>This focus includes some connections among science concepts, real world phenomena, and investigation/experimentation skills.</p> <p>Supports the development of Academic Language in science often using a variety of techniques</p> <p>θ Provide opportunities for students to learn about science process skills by having them read the</p>	<p>θ Plan and teach lessons based on CA content standards in Science (Grades 7-12)</p> <p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Balance the focus of instruction between science information, concepts, and process skills</li> <li>• Guide, monitor, and encourage students during investigations or experiments</li> <li>• Demonstrate and encourage use of multiple ways to measure and record scientific data</li> <li>• Refer to the importance of accuracy, precision, and estimation</li> <li>• Establish and monitor procedures for the care of live animals, safe use and storage of equipment and materials, or for the disposal of potentially hazardous materials</li> <li>• Encourage students to pursue science interest, especially students from groups underrepresented in science careers that has a focus on multiple dimensions of science learning through clear connections among science concepts, real world phenomena, and investigation/experimentation skills.</li> </ul> <p>A progression of learning tasks is planned to build understanding of the lesson's objective(s).</p> <p>θ Provide opportunities for students to practice and apply science process skills to</p>	<p>θ Plan and teach lessons based on CA content standards in Science (Grades 7-12) lessons include differentiated instruction</p> <p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Balance the focus of instruction</li> <li>• between science information, concepts, and principles</li> <li>• Guide, monitor, and encourage students during investigations and experiments</li> <li>• Demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols</li> <li>• Emphasize the importance of accuracy, precision, and estimation</li> <li>• Establish and monitor procedures for the care of live animals, safe use and storage of equipment and materials, and for the disposal of potentially hazardous materials</li> <li>• Encourage students to pursue science interest, especially students from groups underrepresented in science careers that has a focus on multiple dimensions of science learning through clear connections among science concepts, real world phenomena, and investigation/experimentation skills.</li> </ul> <p>A progression of learning tasks guides students to build deep understandings of lesson's objective(s).</p>

		<p>textbook and perform experiments suggested by the textbook.</p> <p>θ Assess progress using end of chapter test and at least two other measures</p>	<p>investigate and experiment science concepts or principles to explain, demonstrate, or illustrate science concepts or principles</p> <p>θ Assign and assess work through progress-monitoring or summative assessment that include illustrations of student thinking such as open-ended questions, investigations, or projects</p> <p>In most instances, supports the development of Academic Language in science using a variety of techniques</p>	<p>θ Provide opportunities for students to practice and apply science process skills to investigate and experiment science concepts and principles to explain, demonstrate, and illustrate science concepts and principles</p> <p>θ Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking such as open-ended questions, investigations, and projects</p> <p>θ Consistently supports the development of Academic Language in science often using a variety of techniques</p>
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<p>TPE 1B Teaching History-Social Science in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Plan and teach lessons in History-Social Science (Grades K-8); disregard CA content standards</p> <p>Read from textbook without relating how concepts or themes provide insight about historical periods and cultures</p> <p>Provide opportunities for students to learn about History-Social Science by completing worksheets</p> <p>Assess student if mandated</p> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Plan and teach lessons based on CA History-Social Science content standards that are appropriate for the grade level (Grades K-8)</p> <p>Demonstrate the ability to :</p> <ul style="list-style-type: none"> <li>• Use the textbook to explain concepts or themes about historical periods and cultures</li> <li>• Assist student understanding of events and periods from a single perspective</li> <li>• Provide written assignments to the students</li> </ul> <p>Provide opportunities for students to learn history-social science by reading and answering end of the chapter questions</p> <p>Assess student progress by checking on chapter test</p>	<p>Plan and teach lessons according to the CA content standards in History-Social Science (Grades K-8)</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach students how cultural perspectives inform or influence understandings of history</li> <li>• Select and use age-appropriate primary or secondary documents and artifacts to help students understand a historical period, event, region or culture</li> <li>• Draw on cultural artifacts, works of art and literature, cooperative projects, and research activities to assist student understanding of events and periods from multiple perspectives</li> <li>• Enable students to learn and use thinking skills</li> <li>• Use time lines or maps to reinforce students' sense of temporal and spatial scale</li> <li>• Discuss sensitive</li> </ul>	<p>Plan and teach lessons according to the CA content standards in History -Social Science (Grades 7-12) that include differentiated instruction</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Teach students how cultural perspectives inform and influence understandings of history</li> <li>• Select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture</li> <li>• Draw on simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and research activities to assist student understanding of events and periods from multiple perspectives</li> <li>• Enable students to learn and use analytical thinking skills</li> <li>• Use time lines and maps to reinforce</li> </ul>
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			<p>issues: social, cultural, religious, race, and gender</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on or share their insights or values</li> </ul> <p>Provide opportunities for students to practice and apply:</p> <ul style="list-style-type: none"> <li>• Connection of essential facts and information to themes and concepts by relating history-social science content to current or future issues</li> <li>• Their understanding of social science issues, data, and research from multiple perspectives through critical analysis or debates</li> </ul> <p>Assign and assess work through progress-monitoring and summative assessment that include student thinking through reflection or projects</p>	<p>students' sense of temporal and spatial scale</p> <ul style="list-style-type: none"> <li>• Create a classroom environment that support the discussion of sensitive issues: social, cultural, religious, race, and gender</li> <li>• Encourage students to reflect on and share their insights and values</li> </ul> <p>Provide opportunities for students to practice and apply:</p> <ul style="list-style-type: none"> <li>• Connection of essential facts and information to broad themes, concepts and principles by relating history-social science content to current and/or future issues</li> <li>• Their understanding of social science issues, data, and research from multiple perspectives through critical analysis and debates</li> </ul> <p>Assign and assess work through progress-monitoring and summative assessment that include illustrations of student thinking through reflection and projects</p>
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<p>TPE 1B Teaching Physical Education in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <li>• Plan and teach lessons in Physical Education (grades 7-12); disregard CA content Standards.</li> <li>• Lesson makes little contribution toward students' essential skills and knowledge in movement concepts, fitness, improved health or performance.</li> </ul> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<ul style="list-style-type: none"> <li>• Plan and teach lessons based on CA Physical Education Content Standards that are appropriate for the grade level (7-12).</li> <li>• Demonstrates the ability to use strategies for engagement that provide some opportunities for students to enhance their own knowledge of and competency in motor skills and movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach lessons based on CA Content Standards in Physical Education (Grades 7-12).</li> <li>• Demonstrates the ability to use structured strategies for intellectual engagement that offer structured opportunities for students to actively enhance their own knowledge of and competency in motor skills and movement patterns.</li> <li>• These strategies reflect attention to student characteristics, learning needs, and/or language needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach lessons based on CA Content Standards in Physical Education (Grades 7-12).</li> <li>• Demonstrates the ability to use structured strategies for intellectual engagement that provide opportunities for students to actively enhance their own knowledge of and competency in motor skills and movement patterns.</li> <li>• These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.</li> </ul> <p>Learning tasks focus on multiple dimensions of learning through clear connections between facts/conventions/skills and strategies or</p>
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				<p>applications. Learning tasks guide students to build deep understandings of the central focus of the lesson.</p>
<p>TPE 1B Teaching Art in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons in Art (Grades 7-12); disregard CA content standards.</li> <li>Students have limited opportunities to engage with content in ways likely to improve their understanding of creative expression, artistic perception, aesthetic valuing and the historical and cultural context of visual art.</li> </ul> <p>OR</p> <p>Materials or candidate responses include content significant inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning.</p> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Visual and Performing Arts Standards that are appropriate for the grade level (7-12).</li> <li>Demonstrates the ability to use strategies for intellectual engagement offer few opportunities for students to improve their own understanding of creative expression, artistic perception, aesthetic valuing and the historical and cultural context of visual art.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Content Standards in Visual and Performing Arts that are grade level appropriate.</li> <li>Demonstrates the ability to use strategies for intellectual engagement offer structured opportunities for students to actively improve their own understanding of creative expression, artistic perception, aesthetic valuing and the historical and cultural context of visual art.</li> <li>These strategies reflect attention to student characteristics, learning needs, and/or language needs.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Content Standards in Visual and Performing Arts that are grade level appropriate.</li> <li>Demonstrates the ability to use strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively improve their own understanding of creative expression, artistic perception, aesthetic valuing and the historical and cultural context of visual art.</li> <li>These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.</li> </ul> <p>Learning tasks focus on multiple dimensions of learning through clear connections between facts/conventions/skills and strategies or applications. Learning tasks guide students to build deep understandings of the central focus of the lesson.</p>
<p>TPE 1B Teaching Music in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons in music (Grades 7-12); disregard CA content standards.</li> <li>Students have limited opportunities to engage with content in ways likely to improve their musical skills and strategies.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Does not focus on specific musical skills and strategies used in performing, creating, analyzing, describing, or understanding music.</li> </ul> <p>OR</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Music Standards that are appropriate for the grade level (Grades 7-12)</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer students' few opportunities to develop and/or apply their own specific musical skills and strategies to perform, create, analyze, describe or understand music.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Music Standards (Grades 7-12)</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer structured opportunities for students to actively develop and/or apply specific musical skills and strategies to perform, create, analyze, describe or understand music.</li> <li>These strategies reflect attention to student</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA Music Standards (Grades 7-12)</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer structured opportunities for students to actively develop and/or apply specific musical skills and strategies to perform, create, analyze, describe or understand music.</li> <li>These strategies are explicit, and clearly</li> </ul>

	<p>Classroom management is problematic and student behavior interferes with learning. OR Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>		<p>characteristics, learning needs, language needs, and/or the needs of the individual instrument or voice.</p>	<p>reflect attention to students with diverse characteristics, learning needs, and/or language needs. • Attention is paid to the needs of the individual instrument or voice. Learning tasks focus on multiple dimensions of learning through clear connections between facts/conventions/skills and strategies or applications. Learning tasks guide students to build deep understandings of the central focus of the lesson.</p>
<p>TPE 1B Teaching Health Science in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <li>Plan and teach lesson in Health Science (Grades 7-12); disregard CA curriculum framework. Students have limited opportunities to engage with content in ways likely to improve their knowledge of health literacy through one of the nine areas in health education (• Personal Health • Consumer and Community Health • Injury Prevention and Safety • Alcohol, Tobacco, and Other Drugs, Nutrition , Environmental Health , Family Living, Individual Growth and Development, Communicable and Chronic Diseases)</li> <li>Does not focus on improving student s' health literacy</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Classroom management is problematic and student behavior interferes with learning.</li> </ul> <p>OR</p> <p>Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons in Health Science (Grades 7-12) that are appropriate for the grade level (Grades 7-12).</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer some opportunities for students to improve their knowledge of health literacy through one of the eight overarching health content standards: Essential health concepts; Analyzing health influences; Accessing valid health information; Interpersonal communication; Decision making; Goal setting; Practicing health-enhancing behaviors; Health promotion (that are organized into six health content areas: Nutrition and physical activity; Growth, development ,and sexual health; Injury prevention and safety; Alcohol, tobacco, and other drugs; Mental, emotional, and social health; Personal and community health)</li> </ul> <p>Demonstates ability to use strategies to improve students' development into critical consumers with respect to information and developments on health issues</p> <ul style="list-style-type: none"> <li>Provides students with opportunities to develop Academic Language skills and Academic Health</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA curriculum standards in Health Science (Grades 7-12).</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer structured opportunities for students to actively improve their knowledge of health literacy through one of the the eight overarching health content standards: Essential health concepts; Analyzing health influences; Accessing valid health information; Interpersonal communication; Decision making; Goal setting; Practicing health-enhancing behaviors; Health promotion (that are organized into six health content areas: Nutrition and physical activity; Growth, development ,and sexual health; Injury prevention and safety; Alcohol, tobacco, and other drugs; Mental, emotional, and social health; Personal and community health)</li> </ul> <p>Demonstates ability to use strategies to improve students' development into critical consumers with respect to information and developments on health issues</p>	<ul style="list-style-type: none"> <li>Plan and teach lessons based on CA curriculum standards in Health Science (Grades 7-12).</li> <li>Demonstrates the ability to use strategies for intellectual engagement that offer structured opportunities for students to improve their knowledge of health literacy through one of the nine areas in health education (• Personal Health • Consumer and Community Health • Injury Prevention and Safety • Alcohol, Tobacco, and Other Drugs, Nutrition , Environmental Health , Family Living, Individual Growth and Development, Communicable and Chronic Diseases)</li> <li>These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.</li> </ul> <p>Learning tasks focus on multiple dimensions of learning through clear connections between facts/conventions/skills and strategies or applications. Learning tasks guide students to build deep understandings of the central focus of the</p>

		<p>Language skills.</p> <ul style="list-style-type: none"> <li>• These strategies reflect attention to student characteristics, learning needs, and/or language needs.</li> <li>• Uses assessment data to inform teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Provides students with opportunities to develop Academic Language skills and Academic Health Language skills.</li> <li>• These strategies reflect attention to student characteristics, learning needs, and/or language needs.</li> <li>• Uses assessment data to inform teaching</li> <li>•</li> <li>• These strategies reflect attention to student characteristics, learning needs, and/or language needs.</li> </ul>	<p>lesson.</p>
<p>TPE 1B Teaching World Language in a Single Subject Assignment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<ul style="list-style-type: none"> <li>• Plan and teach lesson in World Language (Grades 7-12); disregard CA curriculum standards.</li> <li>• Students have limited opportunities to improve their abilities to communicate in the target language in culturally appropriate ways .</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The lesson does not focus on communicating in the target language in culturally appropriate ways.</li> </ul> <p>OR</p> <p>Classroom management is problematic and student behavior interferes with learning</p> <p>OR</p> <p>Materials or candidate responses model inappropriate vocabulary, grammar, or use of language that will interfere with the acquisition of language appropriate for the cultural context..</p>	<ul style="list-style-type: none"> <li>• Plan and teach lessons in World Language (Grades 7-12) that are appropriate for the grade level (Grades 7-12).</li> <li>• Demonstrates the ability to use strategies for engaging students in language production/comprehension and offers opportunities for students to develop their own abilities to communicate in the target language in culturally appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach lessons based on CA curriculum standards in World Language (Grades 7-12).</li> <li>• Demonstrates the ability to use strategies for engaging students in language production/comprehension and offers structured opportunities for students to develop their own abilities to actively communicate in the target language in culturally appropriate ways.</li> <li>• These strategies reflect attention to student characteristics and/or language needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach lessons based on CA curriculum standards in World Language (Grades 7-12).</li> <li>• Demonstrates the ability to use strategies for engaging students in language production/comprehension and offers structured opportunities for students to actively communicate in the target language in culturally appropriate ways.</li> <li>• These strategies are explicit and clearly reflect attention to students with diverse characteristics and/or language needs. Learning tasks focus on multiple dimensions of learning through clear connections between facts/conventions/skills and strategies or applications. Learning tasks guide students to build deep understandings of the central focus of the lesson.</li> </ul>
<p>TPE 2 Monitoring Student Learning during Instruction Observation (O) Lesson Plan (LP) Assessment</p>	<p>Continue to teach content with no monitoring of progress Address students misunderstanding upon request with inappropriate comments</p>	<p>Monitor progress at points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:</p> <ul style="list-style-type: none"> <li>• Re-teaching content based on evidence gathered using assessment strategies (e.g. questions or</li> </ul>	<p>ρ Monitor progress at key points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:</p> <ul style="list-style-type: none"> <li>• Pacing instruction</li> <li>• Re-teaching content</li> </ul>	<p>ρ Monitor progress at key points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:</p> <ul style="list-style-type: none"> <li>• Pacing instruction</li> <li>• Re-teaching content</li> </ul>

Data (AD)  
 Student Work (SW)  
 Reflection (R)

examination of student work products)  
 • Monitors student understanding by eliciting student responses that require thinking and makes reasonable attempts to improve student's skills and strategies in content areas

based on evidence gathered using assessment strategies (e.g. questions and examination of student work products)  
 • Anticipate, check for, and address students misunderstandings by eliciting student responses that require thinking and build on student input to guide improvement of students' skills or strategies in content areas

based on evidence gathered using assessment strategies (e.g. questions and examination of student work products)  
 • Providing p Monitor progress at key points during instruction to determine whether students are progression adequately toward achieving the state adopted academic content standards for students by:  
 • Pacing instruction  
 • Re-teaching content based on evidence gathered using assessment strategies (e.g. questions and examination of student work products)  
 • Providing remediation Anticipate, check for, and address students misunderstandings by eliciting student responses that require thinking and build on student input to guide improvement of students' skills or strategies in content areas.  
 AND the candidate elicits explanations of student thinking, and uses these explanations to further the understanding of all students.

TPE 3  
 Interpretation and Use of Assessment  
 Observation (O)  
 Lesson Plan (LP)  
 Assessment Data (AD)  
 Student Work (SW)  
 Reflection (R)

Use district mandated assessments  
 Administer state-adopted assessment program with no accommodations

Use district and textbook assessments to determine students' progress; Opportunities are provided for students to learn what is assessed. It is not clear that the assessment of one or more standards/objectives go beyond surface-level understandings.  
 Administer the state-adopted assessment program with accommodations for special needs students

Use a variety of formal/informal assessments and formative/ summative assessments to determine students' progress and plan instruction using the following: curriculum-based tests, norm-referenced, and performance assessments  
 θ Opportunities are provided for students to learn what is assessed. The assessments allow students to show some depth of understanding or skill with respect to the standards/objectives.  
 θ The assessments

Use a variety of formal/informal assessments and formative/ summative assessments to determine students' progress and plan instruction using the following: curriculum-based tests, norm-referenced and criterion-referenced tests, performance and self-assessments, and portfolios  
 • Opportunities are provided for students to learn what is assessed.  
 • The assessments allow students to show some depth of understanding or skill with respect to the standards/objectives and

			<p>access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding.</p> <p>Administer the state-adopted assessment program with accommodations for special needs students, interpret results to modify instruction</p>	<p>are modified or adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives</p> <p>θ The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding.</p> <p>Administer the state-adopted assessment program with accommodations for special needs students, interpret results to modify instruction for , and interpret results for students and their families</p>
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<p>TPE 4 Engaging and Supporting Students in Learning Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Teach from the textbook Provide opportunities for students to practice and apply skills by using worksheets</p>	<p>Incorporate instructional procedures and experiences that address state-adopted academic content standards for students in order to provide a curriculum by:</p> <ul style="list-style-type: none"> <li>• Using overheads to teach</li> <li>• Using the same content and a learning strategy to teach a lesson</li> <li>• Meeting student academic learning needs by lecturing and reinforcing content in a single way</li> <li>• Using textbook for lesson design</li> <li>• Lesson plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's standards/objectives.</li> </ul> <p>Plans for implementation of learning tasks include support to help students who often struggle with the content</p> <p>θ Provide opportunities for students to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• read and comprehend the assign text</li> <li>• listen</li> </ul>	<p>Incorporate strategies, instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced curriculum by:</p> <ul style="list-style-type: none"> <li>• Using a variety of learning strategies and instructional materials to reinforce content standards</li> <li>• Sequencing, and varying content and learning strategies according to lesson purpose, content, and level of student achievement</li> <li>• Meeting student academic learning needs by explaining content and reinforcing content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, and computer technology</li> <li>• Adjusting lesson design to students' level of achievement</li> <li>• Plans draw on students' prior learning as well as experiential backgrounds</li> </ul>	<p>Incorporate specific strategies, instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum by:</p> <ul style="list-style-type: none"> <li>• Using implementing a variety of learning strategies and appropriate instructional materials to reinforce content standards</li> <li>• Prioritizing, sequencing, and varying content and learning strategies according to lesson purpose, content, and level of student achievement</li> <li>• Meeting student academic learning needs by explaining content clearly and reinforcing 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</li> <li>• Adjusting lesson design relative to students' current level of</li> </ul>
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			<p>or interests to help students reach the learning segment's standards/objectives. Plans for learning tasks include scaffolding or other structured forms of support to provide access to grade-level standards/objectives.</p> <p>Provide opportunities for students to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• distinguish between conversational and academic language</li> <li>• read and comprehend a variety of text</li> <li>• listen actively</li> <li>• be creative</li> </ul>	<p>achievement</p> <ul style="list-style-type: none"> <li>• Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the learning segment's standards/objectives. Plans for learning tasks include scaffolding or other structured forms of support to provide access to grade-level standards/objectives and are tailored to address a variety of specific student learning needs.</li> </ul> <p>Provide opportunities for students to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• distinguish between conversational and academic language, and develop an understanding of academic language</li> <li>• read and comprehend a variety of text from a variety of information sources</li> <li>• listen actively and enthusiastically</li> <li>• be creative and use their imagination</li> </ul>
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<p>TPE 5 Student Engagement Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Respond to students</li> </ul> <p>Provide question and answer period</p>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Communicate lesson</li> <li>• Ensure the participation of students</li> <li>• Monitor students</li> <li>• Use student experiences</li> <li>• Draw on students' experiential backgrounds, interests, or prior learning to help students understand the lesson's objective/content</li> <li>• Lesson plans include support to help students who often struggle</li> </ul> <p>Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• Ask questions but disregarding ideas presented</li> <li>• Respond to questions</li> </ul>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Communicate instructional objectives</li> <li>• Ensure the active participation of all students</li> <li>• Ensure that students understand what they are to do during instruction and monitor students progress</li> <li>• Examine why student are struggling and use strategies to reengage them</li> <li>• Draw on students' experiential backgrounds, interests, AND prior learning to help students understand the lesson's objective/content</li> <li>• Lesson plans include support to help students who often struggle</li> <li>• Use community resources and student experiences to make instruction relevant</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Communicate instructional objectives clearly</li> <li>• Ensure the active and equitable participation of all students</li> <li>• Ensure that students understand what they are to do during instruction and monitor students progress toward academic goals</li> <li>• Examine why student are struggling and off-task and use strategies to reengage them</li> <li>• Draw on students' experiential backgrounds, interests, AND prior learning to help students understand the lesson's objective/content</li> <li>• Lesson plans and well-integrated and instructional strategies are tailored to address a variety of specific</li> </ul>
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			<p>Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• Share points of view during lessons</li> <li>• Extend intellectual quality of thinking by asking stimulating questions and challenging ideas</li> <li>• Respond to and frame important questions</li> </ul>	<p>learning needs.</p> <ul style="list-style-type: none"> <li>• Use community resources, student experiences, and applied learning activities to make instruction relevant</li> </ul> <p>Provide students with opportunities to practice and apply skills to:</p> <ul style="list-style-type: none"> <li>• Share and examine points of view during lessons</li> <li>• Extend intellectual quality of thinking by asking stimulating and demanding questions and challenging and confronting ideas</li> <li>• Respond to and frame meaningful and significant questions</li> </ul>
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<p>TPE6A Developmentally Appropriate Practice in Grade K-3 Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Implement the following in grades K-3</p> <ul style="list-style-type: none"> <li>• Allows unnecessary movement</li> <li>• Plan activities that are not appropriate for K-3</li> <li>• Teach textbook content</li> <li>• Use manipulatives as toys</li> <li>• Allow students to control the class</li> </ul> <p>Allows no opportunities for students to develop expectation or understanding of their environment</p>	<p>Implement the following in grades K-3</p> <ul style="list-style-type: none"> <li>• Assign seats to students</li> <li>• Plan activities from teacher's manuals</li> <li>• Draw on key content from one subject area</li> <li>• Distribute manipulatives</li> <li>• Make plans for students who require help in exercising self-control but inconsistent implementation</li> <li>• Instructional practices support student's experiential backgrounds, interests or prior learning</li> </ul> <p>Provide opportunities for students to discuss their environment</p>	<p>Implement the following in grades K-3:</p> <ul style="list-style-type: none"> <li>• Create opportunities for movement</li> <li>• Implement academic activities that suit the attention span of young learners</li> <li>• Connect with the children's immediate world</li> <li>• Draw on key content from more than one subject area</li> <li>• Include hands-on experiences and manipulatives that help students learn</li> <li>• Include scaffolding or other structured support to support access to grade-level standards/objectives</li> <li>• Make plans for students who require help in exercising self-control or who have exceptional needs or abilities</li> </ul> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>• Develop expectations and understandings of their environment</li> <li>• Emulate norms of social interactions (e.g., cooperation and responsibility)</li> </ul>	<p>Implement the following in grades K-3:</p> <ul style="list-style-type: none"> <li>• Create a structured day with opportunities for movement</li> <li>• Design and implement academic activities that suit the attention span of young learners</li> <li>• Connect with the children's immediate and real world</li> <li>• Draw on key content from more than one subject area</li> <li>• Include hands-on/minds on experiences and manipulatives that help students learn</li> <li>• Make special plans for students who require extra help in exercising self-control among their peers and who have exceptional needs or abilities</li> <li>• Include scaffolding or other structured support to support access to grade-level standards/objectives</li> </ul> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>• Develop more realistic expectations and understandings of their environment</li> <li>• Emulate norms of social interactions (e.g., consideration, cooperation, responsibility, empathy)</li> </ul>
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<p>TPE6B Developmentally Appropriate Practice in Grade 4-8 Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Implement the following:  <ul style="list-style-type: none"> <li>• Assign basic skills worksheets</li> <li>• Ignore students who are testing limits</li> </ul>           Provide no opportunities for students to complete assignment</p>	<p>Implement the following:  <ul style="list-style-type: none"> <li>• Build on students' basic skills</li> <li>• Assign problem solving tasks</li> <li>• Allow students to share ideas</li> <li>• Respond to students who are testing limits negatively</li> <li>• Instructional practices support student's experiential backgrounds, interests or prior learning</li> </ul>           Provide opportunities for students to complete assignments</p>	<p>Implement the following:  <ul style="list-style-type: none"> <li>• Build on students' command of basic skills and understanding and provide support for students who lack basic skills as defined in state-adopted academic content standards</li> <li>• Design learning activities to extend students' concrete thinking and foster problems-solving skills</li> <li>• Support students' taking of intellectual risks such as sharing ideas</li> <li>• Include scaffolding or other structured support to support access to grade-level standards/objectives</li> <li>• Distinguish between misbehavior and over-enthusiasm, and respond to students who are testing limits and students who alternatively assume or reject responsibility</li> </ul>           Provide opportunities for students to practice and apply skills to:  <ul style="list-style-type: none"> <li>• manage time or complete assignment</li> <li>• develop learning strategies to cope with the academic curriculum</li> <li>• work in groups to share learning</li> <li>• build on peer relationships and take on responsibilities in the classroom</li> </ul> </p>	<p>Implement the following:  <ul style="list-style-type: none"> <li>• Build on students' command of basic skills and understanding and provide intensive support for students who lack basic skills as defined in state-adopted academic content standards</li> <li>• Design learning activities to extend students' concrete thinking and foster abstract reasoning and problems-solving skills</li> <li>• Support students' taking of intellectual risks such as sharing ideas that may include errors</li> <li>• Include scaffolding or other structured support to support access to grade-level standards/objectives</li> <li>• Distinguish between misbehavior and over-enthusiasm, and respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility</li> </ul>           Provide opportunities for students to practice and apply skills to:  <ul style="list-style-type: none"> <li>• manage time and complete assignment</li> <li>• develop learning strategies to cope with increasingly challenging academic curriculum</li> <li>• work in groups to maximize learning</li> <li>• build on peer relationships and take on new roles and responsibilities in the classroom</li> </ul> </p>
<p>TPE6C Developmentally Appropriate Practice in Grade 9-12 Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Unsuccessful in establishing academic expectations in Grade 9-12  <ul style="list-style-type: none"> <li>• Establish no grading criteria</li> <li>• Ridicule individuality</li> </ul>           Disregard students' tardiness and incomplete assignments</p>	<p>Demonstrate in teaching assignment in Grade 9-12 the ability to:  <ul style="list-style-type: none"> <li>• Establish academic expectations</li> <li>• Communicate grading criteria to students</li> <li>• Treat all students alike and indifferent to signs of students' individuality and insensitive to what being "different" means for high school students</li> <li>• Instructional practices support student's</li> </ul> </p>	<p>Demonstrate in teaching assignment in Grade 9-12 the ability to:  <ul style="list-style-type: none"> <li>• Establish academic expectations and provide opportunities for students to develop thinking and problem-solving skills</li> <li>• Communicate requirements and grading criteria to students and families</li> <li>• Include scaffolding or other structured support</li> </ul> </p>	<p>Demonstrate in teaching assignment in Grade 9-12 the ability to:  <ul style="list-style-type: none"> <li>• Establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills</li> <li>• Communicate course goals, requirements, and grading criteria to students and families</li> <li>• Include scaffolding or</li> </ul> </p>

		<p>experiential backgrounds, interests or prior learning</p> <p>Remind students about being on time and completing assignments</p>	<p>to support access to grade-level standards/objectives</p> <ul style="list-style-type: none"> <li>• Support signs of students' individuality while being sensitive to what being "different" means for high school students</li> </ul> <p>Provide opportunities for student to practice and apply the skills to:</p> <ul style="list-style-type: none"> <li>• Assume responsibly for learning, and behavior important for work such as being on time and completing assignments</li> <li>• Understand connection between the curriculum and life beyond high school and the consequences of academic choices in terms of future career and school</li> </ul>	<p>other structured support to support access to grade-level standards/objectives</p> <ul style="list-style-type: none"> <li>• Support and encourage signs of students' individuality while being sensitive to what being "different" means for high school students</li> </ul> <p>Provide opportunities for student to practice and apply the skills to:</p> <ul style="list-style-type: none"> <li>• Assume increasing responsibly for learning, and behavior important for work such as being on time and completing assignments</li> <li>• Understand connection between the curriculum and life beyond high school and the consequences of academic choices in terms of future career, school and life options</li> </ul>
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<p>TPE 7</p> <p>Teaching English Learners Observation (O)</p> <p>Lesson Plan (LP)</p> <p>Assessment Data (AD)</p> <p>Student Work (SW)</p> <p>Reflection (R)</p>	<p>Plan lessons for academic content using the textbook</p> <p>Implement an instructional program to develop English language by using worksheets</p> <p>Use the same strategy to present content to the students</p> <p>Use repetition of sentences with not visual or auditory material to develop students' ability to produce English</p> <p>Provide opportunities for students to practice using worksheet</p> <p>Assign the para professional to make copies of worksheets</p>	<p>Plan lessons for academic content using some pedagogy that affect English language learners</p> <p>Implement an instructional program that develops English language skills in reading and writing by using language kits</p> <p>Use a limited amount of instructional strategies to make content comprehensible to English learners</p> <p>Select instructional materials and some strategies to develop students' ability to produce English</p> <p>Provide opportunities for students to practice by allowing them to express meaning in one modality</p> <p>Allow the para professional to teach the English language learners</p>	<p>Plan lessons for English language development and for academic content responsive to the pedagogical and individual factors that affect all English language learners</p> <p>Implement an instructional program that facilitates English language development, including reading writing, listening and speaking skills, that logically progresses to grade level reading/language arts program by drawing upon information about students' backgrounds, prior learning, and proficiency in English to provide instruction to English language learners</p> <p>Use systematic and a variety instructional strategies, including conceptualizing key concepts, to make grade-appropriate content comprehensible to English learners</p> <p>Select a variety of instructional materials and strategies to develop students' ability to comprehend and</p>	<p>Plan lessons for English language development and for academic content responsive to the cognitive, pedagogical, and individual factors that affect all English language learners</p> <p>Implement an instructional program that facilitates English language development, including reading writing, listening and speaking skills, that logically progresses to grade level reading/language arts program by drawing upon information about students' backgrounds and prior learning including 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</p> <p>Use systematic and a variety of structured instructional strategies, that are tailored to address individual needs including conceptualizing key concepts, to make grade-appropriate or advanced curriculum</p>
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			<p>produce English</p> <p>Provide structured opportunities for students to practice and apply their learning by allowing them to express meaning in a variety of ways</p> <p>Collaborate with para-educators to support English language development</p>	<p>content comprehensible to English learners</p> <p>Select a variety instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' ability to comprehend and produce English</p> <p>Provide opportunities for students to practice and apply their learning by allowing them to express meaning in a variety of ways, including in their first language</p> <p>Collaborate and plan with specialists and para-educators to support English language development</p>
<p>TPE 8</p> <p>Learning about Students</p> <p>Observation (O)</p> <p>Lesson Plan (LP)</p> <p>Assessment Data (AD)</p> <p>Student Work (SW)</p> <p>Reflection (R)</p>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Assess using formal methods</li> <li>• Learn about a few students' interests</li> <li>• Contact with parents is insignificant</li> <li>• Understand but fail to implement ideas that can affect the ability to learn</li> <li>• Unaware of special needs</li> </ul>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Use formal methods to assess prior mastery of academic language abilities, content knowledge and skills</li> <li>• Learn about students' interests through informal conversations</li> <li>• Contact parents with negative reports</li> <li>• Understand that certain factors can affect the ability to learn</li> <li>• Identify special needs based on assessment data</li> </ul>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Draw upon understanding of patterns of child and adolescent development</li> <li>• Use formal and informal methods to assess prior mastery of academic language abilities, content knowledge and skills</li> <li>• Learn about students' abilities and interests through interpersonal interactions</li> <li>• Encourage parent to support efforts to improve student earning</li> <li>• Understand how factors, including gender or health can influence students' behavior or the connections between health and the ability to learn</li> <li>• Identify needs, e.g., specialize instruction for physical and learning disabilities and health status requiring instructional adaptation) based on assessment data, classroom observation, and consultation</li> </ul>	<p>Demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Draw upon and implement understanding of patterns of child and adolescent development</li> <li>• Use formal and informal methods to maximize learning and to assess prior mastery of academic language abilities, content knowledge and skills</li> <li>• Learn about students' abilities, ideas, interests and aspirations through interpersonal interactions</li> <li>• Encourage parent to become involved and support efforts to improve student earning</li> <li>• Understand how multiple factors, including gender and health can influence students' behavior and the connections between health and the ability to learn</li> <li>• Identify needs, e.g., specialize instruction for physical and learning disabilities, health status requiring instructional adaptation, and gifted and talented students) based on assessment data, classroom observation, reflection and consultation</li> </ul>
<p>TPE9</p> <p>Instructional Planning</p>	<p>Use textbook for instruction:</p> <ul style="list-style-type: none"> <li>• Teach total group with no grouping, individualizing,</li> </ul>	<p>Plan subject matter instruction: 89</p> <ul style="list-style-type: none"> <li>• Establish goals based on</li> </ul>	<p>Plan subject matter instruction in accordance with state-adopted</p>	<p>Plan instruction that is comprehensive in relation to the subject</p>

<p>Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>not differentiating</p> <ul style="list-style-type: none"> <li>• Use no instructional aides</li> <li>• Use aide to copy worksheets</li> </ul> <p>Assign students worksheets</p>	<p>textbook</p> <ul style="list-style-type: none"> <li>• Use one teaching methods: direct instruction or inquiry to help meet grade level expectations</li> <li>• Use publisher's instructional materials</li> <li>• Use the same instructional materials</li> <li>• Teach lessons from text sequentially</li> <li>• Use one size fits all approach</li> <li>• Use aides to teach students</li> </ul> <p>Provide opportunities for students to practice textbook skills</p>	<p>academic content standards for:</p> <ul style="list-style-type: none"> <li>• Establish long-term and short-term goals</li> <li>• Use teaching methods: direct instruction and inquiry to help students meet grade level expectations</li> <li>• Understand the purposes, strengths and limitations of instructional materials and strategies, including grouping strategies or examining student work</li> <li>• improve uses of materials and strategies based on experience and reflection</li> <li>• Teach and connect content to preceding and subsequent topic</li> <li>• Assist student with varied needs</li> <li>• Use aides to help students reach instructional goals</li> <li>• Progression of learning tasks through the lesson builds understanding for students of the lesson's objective(s)</li> </ul> <p>Provide opportunities for students to practice and apply skills to</p> <ul style="list-style-type: none"> <li>• Explain content and make abstract concepts meaningful</li> <li>• Connect learning to own background, experiences, interests and to ensure that learning is meaningful</li> </ul>	<p>matter to be taught and in accordance with state-adopted academic content standards:</p> <ul style="list-style-type: none"> <li>• Establish clear long-term and short-term goals</li> <li>• Use explicit teaching methods: direct instruction and inquiry to help students meet or exceed grade level expectations</li> <li>• Understand the purposes, strengths and limitations of a variety of instructional materials and strategies, including grouping strategies and examining student work</li> <li>• improve successive uses of materials and strategies based on experience and reflection</li> <li>• Sequence instruction so the content to be taught connects to preceding and subsequent content</li> <li>• Accommodate varied student needs by planning differentiated instructions</li> <li>• Use aides and volunteers to help students reach instructional goals</li> <li>• Progression of learning tasks through the lesson builds a deep understanding for students of the lesson's objective(s)</li> </ul> <p>Provide opportunities for students to practice and apply skills to</p> <ul style="list-style-type: none"> <li>• Explain content clearly and make abstract concepts concrete and meaningful</li> <li>• Connect learning to own linguistic and cultural backgrounds, experiences, interests and to ensure that learning is comprehensible and meaningful</li> </ul>
<p>TPE10 Instructional Time Observation (O) Lesson Plan (LP) Assessment</p>	<p>Schedule instructional time for academic tasks but fails to implement it</p> <ul style="list-style-type: none"> <li>• Unable to adjust the use of instructional time based on consultation</li> </ul>	<p>θ Demonstrate the ability to: Allocate instructional time to student achievement in relation to state-adopted academic content standards, instructional goals, and scheduled academic tasks</p>	<p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards, instructional</li> </ul>	<p>θ Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Allocate instructional time to maximize student achievement in relation to state-adopted academic content standards, instructional</li> </ul>

<p>Data (AD) Student Work (SW) Reflection (R)</p>		<p>θ Establish procedures for routine tasks and manage transitions θ Adjust the use of instructional time suitable to learning opportunities and outcome for all students based on reflection and consultation</p>	<p>goals, and scheduled academic tasks • Establish procedures for routine tasks and manage transitions to maximize instructional time • Adjust the use of instructional time to optimize the learning opportunities and outcome for all students based on reflection and consultation and is consistent with reasonable assumptions on how student learning was affected by planning, instruction, or assessment decisions.</p>	<p>goals, and scheduled academic tasks • Establish procedures for routine tasks and manage transitions to maximize instructional time • Adjust the use of instructional time to optimize the learning opportunities and outcome for all students based on reflection and consultation and are specific and strategic to improve individual and collective student understanding of standards/objectives.</p>
<p>TPE11 Social Environment Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Unable to write a discipline plan or discipline plan but implementation is inconsistent</p> <ul style="list-style-type: none"> <li>• Possess no rapport with students for supporting academic and personal success</li> <li>• Possess no tact when responding to sensitive issues and classroom discussions</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop expectations for academic and social behavior</li> <li>• Write and implement discipline plan</li> <li>• Establish rapport with a few students for supporting academic and personal success</li> <li>• Respond to sensitive issues and classroom discussions</li> <li>• Recognize that the social environment affects achievement but inconsistent in making changes</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop and maintain expectations for academic and social behavior</li> <li>• Write and implement discipline plan</li> <li>• Establish rapport with all students and some families for supporting academic and personal success</li> <li>• Respond appropriately to sensitive issues and classroom discussions</li> <li>• Help students to work with others and independently</li> <li>• Recognize how well the social environment affects academic achievement for all students and make necessary changes based on observation of students</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop and maintain clear expectations for academic and social behavior</li> <li>• Write, share with students, and implement discipline plan</li> <li>• Establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness</li> <li>• Respond appropriately and directly to sensitive issues and classroom discussions</li> <li>• Help students to work responsibly with others and independently</li> <li>• Recognize how well the social environment maximizes academic achievement for all students and make necessary changes based on observation of students and consultation with other teachers</li> </ul>
<p>TPE12 Professional, Legal, and Ethical Obligations Observation (O) Lesson Plan (LP) Assessment Data (AD)</p>	<p>Possesses personal values and biases Agree with racism and intolerance Mismanages time. Is not aware of California and federal laws and procedures related to teaching students with special needs. Possess information on</p>	<p>Possesses personal values and biases related to the students. Indifferent to racism and intolerance Struggles with time to meet academic goals. Is aware of California and federal laws and procedures related to teaching English learners,</p>	<p>Interprets personal values and biases related to the students. Opposes racism and intolerance. Manages time to meet academic goals. Understands California and federal laws and procedures related to teaching English</p>	<p>Analyzes own personal values and biases in order to provide equal opportunities for all students. Resists racism and acts of intolerance. Manages professional time to ensure that academic goals are met. Understands and</p>

<p>Student Work (SW) Reflection (R)</p>	<p>child abuse, neglect, and sexual harassment. Possesses policies and laws concerning inappropriate and violent student behavior. Misunderstands information on laws relating to professional misconduct and moral fitness. Fail to demonstrate an awareness of Professional, legal and ethical obligations:</p> <ul style="list-style-type: none"> <li>• Take responsibility for student academic learning outcomes</li> <li>• Manage professional time spent in teaching responsibilities to ensure that academic goals are met</li> <li>• Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance</li> <li>• 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</li> <li>• Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases</li> <li>• Maintain a non-hostile classroom environment and understand and implement school and district policies and state and federal law in responding to inappropriate or violent students behavior</li> <li>• Honor legal and professional obligation to protect the privacy, health, and safety of students, families, and other school professionals</li> <li>• Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness</li> </ul>	<p>gifted students, and individuals with disabilities. Attends meetings on child abuse, neglect, and sexual harassment. Possesses school and district policies and state and federal laws in responding to inappropriate and violent student behavior. Possesses information on laws relating to professional misconduct and moral fitness.</p>	<p>learners, gifted students, and individuals with disabilities. Can identify suspected cases of child abuse, neglect, and sexual harassment. Understands school and district policies and state and federal laws in responding to inappropriate and violent student behavior. Understands all laws relating to professional misconduct and moral fitness. Demonstrate an awareness of Professional, legal and ethical obligations:</p> <ul style="list-style-type: none"> <li>• Take responsibility for student academic learning outcomes</li> <li>• Manage professional time spent in teaching responsibilities to ensure that academic goals are met</li> <li>• Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance</li> <li>• 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</li> <li>• Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases</li> <li>• Maintain a non-hostile classroom environment and understand and implement school and district policies and state and federal law in responding to inappropriate or violent students behavior</li> <li>• Honor legal and professional obligation to</li> </ul>	<p>implements California and federal laws and procedures related to teaching English learners, gifted students, and individuals with disabilities. Can identify suspected cases of child abuse, neglect, and sexual harassment and carries out laws and district guidelines for reporting cases. Understands and implements school and district policies and state and federal laws in responding to inappropriate and violent student behavior. Understands and honors all laws relating to professional misconduct and moral fitness. Demonstrate an awareness of Professional, legal and ethical obligations by:</p> <ul style="list-style-type: none"> <li>• Taking responsibility for student academic learning outcomes</li> <li>• Manage professional time spent in teaching responsibilities to ensure that academic goals are met</li> <li>• Aware of own personal values and biases and recognize ways in which these values and biased affect teaching and learning thus resisting racism and acts of intolerance</li> <li>• 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</li> <li>• Identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases</li> <li>• Maintain a non-hostile classroom environment and understand and</li> </ul>
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			<p>protect the privacy, health, and safety of students, families, and other school professionals</p> <ul style="list-style-type: none"> <li>• Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness</li> </ul>	<p>implement school and district policies and state and federal law in responding to inappropriate or violent students behavior</p> <ul style="list-style-type: none"> <li>• Honor legal and professional obligation to protect the privacy, health, and safety of students, families, and other school professionals</li> <li>• Act in accordance with and model ethical behavior and honor all laws relating to professional misconduct and moral fitness</li> </ul>
<p>TPE 13 Professional Growth Observation (O) Lesson Plan (LP) Assessment Data (AD) Student Work (SW) Reflection (R)</p>	<p>Teach by using the textbook</p> <ul style="list-style-type: none"> <li>• Fails to plan</li> <li>• Hold no interest in improving subject matter knowledge nor teaching effectiveness</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate teaching practice</li> <li>• Engage planning teaching, and discerning problems</li> <li>• Recognize the need to increase subject matter knowledge and teaching effectiveness</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate and adjust own teaching practice and subject matter knowledge aligned to state-adopted academic content standards</li> <li>• Improve teaching practices from feedback and engaging in the cycle of plan, teach, reflect, discern problems, and apply new strategies</li> <li>• Use reflection and feedback to formulate goals for increasing subject matter knowledge and teaching effectiveness</li> </ul>	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate, adjust, and change own teaching practice and subject matter knowledge aligned to state-adopted academic content standards</li> <li>• Improve teaching practices by soliciting feedback and engaging in the cycle of plan, teach, reflect, discern problems, and apply new strategies</li> <li>• Use reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness</li> </ul>

**APPENDIX F**  
**PROGRAM CONTRACTS**

# Student Teaching Contract

Name of Student Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_

Course involved in contract:  TED 435s } Multiple Subject  TED 455 – Single Subject  
 TED 437s }

Teacher Performance Expectations (TPE's) to be met:

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Terms of contract:

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Date by which terms of contract are to be met: \_\_\_\_\_

NOTE: If the above named Student Teacher does not meet course requirements by the terms of this contract, the Student Teacher will receive NO CREDIT for the semester/course indicated above.

## Signatures

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Master Teacher(s) \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

CC: Student Teacher's Permanent File  
Program Coordinator  
University Supervisor  
Master Teacher(s)  
Student Teacher

# University Intern Fieldwork Contract

Name of Intern: \_\_\_\_\_ Semester: \_\_\_\_\_

Course involved in contract:       TED 445 – Multiple Subject       TED 465 – Single Subject

Teacher Performance Expectations (TPE's) to be met:

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Terms of contract:

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Date by which terms of contract are to be met: \_\_\_\_\_

NOTE: If the above named Intern does not meet course requirements by the terms of this contract, the Intern will receive NO CREDIT for the semester/course indicated above.

## Signatures

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

CC: Intern's Permanent File  
Program Coordinator  
University Supervisor  
Intern

**APPENDIX G**  
**DESCRIPTION OF TEACHING INDEX**  
**(DOTI FORMS)**

Description of Teaching Index (DOTI®)

Candidate Name: _____		Field Experience: 1 2 3 R- 1 2 3	Visit # _____
<b>Observation Script &amp; TPE Indicator Codes/Ratings</b>		<b>Reflective Conversation Notes</b>	
Circle selected TPEs to be observed: 1 A-B-C 2 3 4 5 6 A-B-C 7 8 9 10 11 12 13			

Signatures: Candidate \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_  
White: Candidate's Program File Yellow: Candidate Pink: Observer

## Description of Teaching Index (DOTI<sup>®</sup>) Part IIA-TPE Rating Form

### Formative Assessment

**Candidate Name:** \_\_\_\_\_ **Student Teaching / Intern** **MS / SS** **Field Experience:** 1 2 3 **Term:** Fall Spring Summer **Year:** \_\_\_\_\_

<b># Rating Scale:</b> 1=Below novice practice-Application of TPE is not evident 2=Novice practice-Application of TPE is occasionally appropriate 3=Proficient practice-Application of TPE is usually appropriate 4=Emerging expert practice-Application of TPE is consistently appropriate	Date			Final Rating	Recommendations Based on Indicator Ratings	
	Visit 1 Date	Visit 2 Date	Visit 3 Date		Visit #1	
<b>TPE #1A/B - Specific Pedagogical Skills for Multiple/Single Subject Matter Instruction</b>  In accordance with the California Content Standards the Credential Candidate will create a comprehensive program of systematic instruction to demonstrate the ability to plan and teach lessons and assess students in the following 1-4 (Single Subject candidates are rated in their authorized credential subjects): -----	<b>TPE Ratings</b>			Final Rating	Visit #1	
1. <b>Language Arts</b> (listening, speaking, reading, writing, and language conventions).						
2. <b>Mathematics</b> (basic mathematical computation, concepts, symbols, and graphic representations to solve novel and real world problems from multiple perspectives).						
3. <b>Science</b> (concepts, investigations, experimentation, and a balanced focus between scientific inquiry and information).						
4. <b>History/Social Science</b> (analytical thinking skills and demonstration of insights into historical periods and cultures from multiple perspectives).						
<b>TPE #2 Monitoring Student Learning During Instruction</b> - Assess and monitor student learning through questioning, writing samples, and other student work product.					Visit #3	
<b>TPE #3 Interpretation and Use of Assessment</b> - Interpret and use multiple formative and summative assessment measures to monitor student progress and to plan instruction.						
<b>TPE #4 Making Content Accessible</b> - Incorporate instructional strategies to make California Content Standards accessible to all students.						
<b>TPE #5 Student Engagement</b> - Ensure active and equitable participation of all students by communicating instructional objectives, making instruction relevant, and monitoring student progress.						

**Candidate Initials:** \_\_\_\_\_ **Observer Signature:** \_\_\_\_\_ **(Circle One):** Supervisor / Master Teacher

White: Candidate's Program File    Yellow: Candidate    Pink: Observer

## Description of Teaching Index (DOTI®) Part IIA-TPE Rating Form

### Formative Assessment

**Candidate Name:** \_\_\_\_\_ **Student Teaching / Intern** **MS / SS** **Field Experience** 1 2 3 **Term:** Fall Spring Summer **Year:** \_\_\_\_\_

<b># Rating Scale:</b> 1=Below novice practice-Application of TPE is not evident 2=Novice practice-Application of TPE is occasionally appropriate 3=Proficient practice-Application of TPE is usually appropriate 4=Emerging expert practice-Application of TPE is consistently appropriate	Date			Final Rating	Recommendations Based on Indicator Ratings	
	Visit 1 Date	Visit 2 Date	Visit 3 Date		Visit #1	
	TPE Rating					
TPE #6A,B,C Developmentally Appropriate Teaching Practice - Provide developmentally appropriate instruction and incorporate management strategies for all students.					Visit #2	
TPE #7 Teaching English Learners - Implement comprehensive instruction by using pedagogical theories and appropriate instructional practices for English Language Learners.						
TPE #8 Learning About Students - Use multiple sources of information to design instruction for all students.						
TPE #9 Instructional Planning - Plan and implement comprehensive instruction in accordance with state adopted academic content standards and Demonstrate the ability to differentiate instruction in accordance with student's needs.					Visit #3	
TPE #10 Instructional Time - Maximize instructional time efficiently by establishing procedures for routine tasks and transitions, adjusting time as needed.						
TPE #11 Social Environment - Establish and maintains a positive social environment with respect, caring, and fairness to maximize academic achievement as well as a classroom management plan with clear expectations for academic and social behavior.						
TPE #12 Professional, Legal, and Ethical Obligations - Implement federal, state, and district mandates regarding fair and equitable treatment of all students.						
TPE #13 Professional Growth - Improve practice through reflection on feedback regarding planning, teaching, and subject matter knowledge.						
Average final ratings scores from page 1 and 2 and enter that average here: _____ →						

**Candidate Initials:** \_\_\_\_\_ **Observer Signature:** \_\_\_\_\_ (Circle One): Supervisor / Master Teacher

White: Candidate's Program File    Yellow: Candidate    Pink: Observer

## **APPENDIX H**

**ASSESSMENT SUMMARY OF TEACHING PRACTICE (ASTP)  
(SEE ONLINE SUBMISSION VIA TASKSTREAM)**

# Form: "Assessment Summary of Teaching Practice"

Created by: Gwen Brockman  
Created on: 10/09/2008 1:14 pm (PDT)  
Last edited: 12/14/2009 6:29 pm (PDT)

**\* Response is required**

**\* School:**

No answer specified

**\* Grade Level**

Please make a selection... ▾

**Teacher Performance Expectations**

**Response Legend:**

1 = Below Novice Practice 2 = Novice Practice 3 = Proficient Practice 4 = Emerging Expert Practice

	1	2	3	4
A. Making Subject Matter Comprehensible: 1A Subject-Specific Pedagogical Skills				
B. Assessing Student Learning: 2 Monitoring Student Learning During Instruction				
B. Assessing Student Learning: 3 Interpretation & Use of Assessment				
C. Engaging and Supporting Students in Learning: 4 Making Content Accessible				
C. Engaging and Supporting Students in Learning: 5 Student Engagement				
C. Engaging and Supporting Students in Learning: 6A Developmentally Appropriate Practice K-3				
C. Engaging and Supporting Students in Learning: 6B Developmentally Appropriate Practice 4-6				
C. Engaging and Supporting Students in Learning: 6C Developmentally Appropriate Practice 6-8				
C. Engaging and Supporting Students in Learning: 6D Developmentally Appropriate Practice 9-12				
C. Engaging and Supporting Students in Learning: 7 Teaching English Learners				
DE. Planning Instruction and Designing Learning Experience for Students and Creating and Maintaining Effective Environments for Student Learning: 8 Learning About Students				
DE. Planning Instruction and Designing Learning Experience for Students and Creating and Maintaining Effective Environments for Student Learning: 9 Instructional Planning				
DE. Planning Instruction and Designing Learning Experience for Students and Creating and Maintaining Effective Environments for Student Learning: 10 Instructional Planning				
DE. Planning Instruction and Designing Learning Experience for Students and Creating and Maintaining Effective Environments for Student Learning: 11 Social Environment				
F. Developing as a Professional Educator: 12 Professional, Legal, and Ethical Obligation				
F. Developing as a Professional Educator: 13 Professional Growth				

**\* Course Grade**

Credit  No Credit