

## California Teaching Performance Expectations for **Special Education**

Candidate: \_\_\_\_\_ Semester \_\_\_\_\_

| <b>A. Making Subject Matter Comprehensible to Students</b>   | <b>C. Engaging and Supporting Students in Learning (con't)</b>   |
|--|--|
| <p><b>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</b></p> <p><b>TPE 1A Subject-Specific Pedagogical Skills for Teachers of Elementary Students</b></p> <ol style="list-style-type: none"> <li>a. Teaches the Common Core State Standards and the Preschool Learning Foundations</li> <li>b. Delivers a comprehensive differentiated program of systematic and explicit instruction utilizing appropriate accommodations and modifications in all subject areas</li> <li>c. Determines the skill level of students through the use of meaningful measures</li> <li>d. Provides students the opportunity to use and evaluate technology in the classroom</li> </ol> <p><b>TPE 1B Subject-specific Pedagogical Skills for Teachers of Secondary Students</b></p> <ol style="list-style-type: none"> <li>a. Teaches the Common Core State Standards</li> <li>b. Delivers a comprehensive differentiated program of systematic and explicit instruction utilizing appropriate accommodations and modifications in subject areas(s) being taught</li> <li>c. Incorporates transition goals into instruction</li> <li>d. Provides a secure environment for taking intellectual risks</li> <li>e. Teaches students to independently read, comprehend, and evaluate instructional materials</li> <li>f. Provides students the opportunity to work cooperatively</li> <li>g. Provides students the opportunity to use and evaluate the strengths and weaknesses of technology as a learning tool</li> </ol> | <p><b>TPE 5 Student Engagement</b></p> <ol style="list-style-type: none"> <li>a. Communicates instructional objectives to students</li> <li>b. Ensures the active and equitable participation of all students by using differentiated methods, including the principles of Universal Design for Learning</li> <li>c. Uses developmentally and age appropriate materials</li> <li>d. Allows students to practice and apply what they have learned to real-world applications</li> </ol> <p><b>TPE 6 Developmentally Appropriate Teaching Practices</b></p> <p><b>Pre-K through Grades K-3</b></p> <ol style="list-style-type: none"> <li>a. Creates a structured day with opportunities for movement</li> <li>b. Creates learning opportunities that suit the attention span of young learners</li> <li>c. Creates instructional strategies connected with the children's immediate world</li> <li>d. Develops plans for students who require support in school related attention and self-regulation skills</li> </ol> <p><b>Grades 4-8</b></p> <ol style="list-style-type: none"> <li>e. Builds on student strengths and understandings while providing intensive support for those who need further development of basic skills</li> <li>f. Extends concrete thinking and fosters abstract reasoning and problem-solving skills</li> <li>g. Assists students in developing and practicing strategies for managing time and completing assignments</li> <li>h. Develops skills for working in groups</li> <li>i. Understands that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support and responds appropriately</li> </ol> <p><b>Grades High School and Adult Transition</b></p> <ol style="list-style-type: none"> <li>j. Establishes intellectually challenging academic expectations</li> <li>k. Provides opportunities for students to develop advanced thinking and problem-solving skills, self-determination, and self-advocacy skills</li> <li>l. Helps students understand the connections between the curriculum and life beyond high school</li> <li>m. Develops with students and their families Individual Transition Plans that include goals for independent living, post-secondary education, and careers</li> <li>n. Supports students in assuming increasing responsibility for learning and in developing sufficient skills related to career, independent living, and community participation</li> </ol> |
| <p><b>B. Assessing Student Learning</b></p> <p><b>TPE 2 Monitoring Student Learning During Instruction</b></p> <ol style="list-style-type: none"> <li>a. Uses data collection systems and multiple measures for progress monitoring based on the IEP</li> <li>b. Uses ongoing and differentiated assessment options purposefully</li> </ol> <p><b>TPE 3 Interpretation and Use of Assessments</b></p> <ol style="list-style-type: none"> <li>a. Used and understands a variety of informal and formal assessments</li> <li>b. Uses and understands formative and summative assessments at varying levels of cognitive demand</li> <li>c. Candidates are able to write standards based on IEP/IFSP/ITP goals, plans instruction, and determines progress toward IEP/IFSP/ITP goals</li> <li>d. Administers &amp; interprets state-adopted assessments</li> </ol>  |  |
| <p><b>C. Engaging and Supporting Students in Learning</b></p> <p><b>TPE 4 Making Content Accessible</b></p> <ol style="list-style-type: none"> <li>a. Develops and implements IEP/IFSP/ITP goals that ensure access to the Common Core State Standards and CA Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum</li> <li>b. Incorporates specific strategies, including assistive technology, teaching/instruction activities, procedures and experiences that address Common Core State Standards and Next Generation Science Standards</li> </ol>  |  |

## California Teaching Performance Expectations for **Special Education**

|  |   |
|--|---|
| <p><b>TPE 7 Teaching English Learners</b></p> <ul style="list-style-type: none"> <li>a. Provides and implements comprehensive instruction for English Learners including students that are non-verbal</li> <li>b. Assesses students who are English Learners with disabilities and distinguishes between language acquisition and disability</li> <li>c. Knows and applies theories, principles, and instructional practices for English Language Development</li> <li>d. Draws upon information about students' backgrounds, prior learning, and proficiency in English to provide differentiated instruction</li> <li>e. Selects instructional materials and strategies to develop students' abilities to comprehend and produce English</li> <li>f. Allows students to express meaning in a variety of ways</li> <li>g. Develops linguistically appropriate IEP/IFSP/ITP goals</li> </ul>   | <p><b>E. Creating and Maintaining Effective Environments for Student Learning</b></p>   |
| <p><b>D. Planning Instruction and Designing Learning Experiences for Student Learning</b></p>  | <p><b>TPE 10 Instructional Time</b></p> <ul style="list-style-type: none"> <li>a. Plans to ensure effective use of instructional time based on student needs, and when co-planning for instruction in inclusive settings</li> <li>b. Allocates and creates instructional time to maximize student learning in relation to Common Core State Standards, CA Preschool Learning Foundations, Next Generation Science Standards, and IEP/IFSP/ITP goals</li> <li>c. Establishes procedures for routine tasks and manage transitions</li> </ul> <p><b>TPE 11 Social Environment</b></p> <ul style="list-style-type: none"> <li>a. Creates a positive climate for learning in all educational settings</li> <li>b. Establishes a physically, socially, and emotionally safe classroom environment, maintaining clear expectations for academic and social behavior</li> <li>c. Promotes student effort, engagement, emphasizes collaborative activities and joint problem-solving</li> <li>d. Develops positive behavior intervention plans</li> <li>e. Identifies if a student's behavior is a manifestation of his/her disability and knows what intervention/support is needed</li> <li>f. Candidate understands the variety of interventions and services available to students with behavior, social, emotional, trauma and mental health needs and knows how to engage in services</li> <li>g. Candidate knows how to write and implement a classroom management plan that is fair and transparent to students, and is aligned to IEP/IFSP/ITP goals</li> <li>h. Establishes rapport with students and families</li> <li>i. Responds appropriately to sensitive issues</li> <li>j. Helps students work responsibly with others and independently</li> </ul> |
| <p><b>TPE 8 Learning About Students</b></p> <ul style="list-style-type: none"> <li>a. Has an understanding of typical and atypical child and adolescent development</li> <li>b. Assesses prior mastery</li> <li>c. Learns about the abilities, ideas, interests, and aspirations of the students</li> <li>d. Is knowledgeable about socio-economic, culture, and language backgrounds of the students, and how these factors influence interactions and learning</li> <li>e. Conducts assessments and participates in the development of IEP/IFSP/ITP team decisions and encourages parents to collaborate in the development of student goals</li> </ul> <p><b>TPE 9 Instructional Planning</b></p> <ul style="list-style-type: none"> <li>a. Plan comprehensive instruction related to the Common Core State Standards and Next Generation Science Standards</li> <li>b. Uses evidence-based methods to help students obtain goals on their IEP/IFSP/ITP as well as their grade level or alternative curriculum</li> <li>c. Understands the purpose, strengths, and limitations of a variety of instructional strategies</li> <li>d. Reflects on and improves his/her planning based on his/her instructional experiences and analyses of student work and data</li> <li>e. Develops differentiated instructional plans connecting the content with learning needs</li> <li>f. Adapts strategies, groupings, materials, and technology to meeting student learning goals in inclusive as well as specialized settings in planning lessons</li> </ul> | <p><b>F. Developing as a Professional Educator</b></p> <p><b>TPE 12 Professional, Legal, and Ethical Obligations</b></p> <ul style="list-style-type: none"> <li>a. Takes responsibility for student academic learning outcomes</li> <li>b. Manages professional time</li> <li>c. Knows, understands, and adheres to professional, legal, and ethical obligations</li> <li>d. Implements school and district policies, and state and federal law</li> <li>e. Demonstrates awareness of the legal and ethical obligations related to confidentiality, implementing students assessments, and the development of IEP/IFSP/ITP plans</li> </ul> <p><b>TPE 13 Professional Growth</b></p> <ul style="list-style-type: none"> <li>a. Evaluates his/her own teaching practices and subject matter knowledge</li> <li>b. Improves his/her teaching practices</li> <li>c. Uses reflection and feedback to formulate and prioritize goals</li> <li>d. Remains current with legislative and regulatory changes that affect education, specifically special education</li> </ul>  |