

Teaching Performance Expectations

TPEs for Education Specialist Preliminary Teaching Credential Programs General Education Teacher Performance Expectations, TPEs, were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject, Single Subject and Education Specialist credential holders. Multiple Subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single Subject credential holders work in departmentalized settings and have more specialized authorizations. Education Specialist credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, utilizing principles for Universal Design for Learning (UDL) at grade levels, and in the service delivery models, of their credential assignment. They demonstrate the ability to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP/IFSP/ITP. Candidates demonstrate the ability to adapt, modify, accommodate and differentiate the instruction of students with identified specific disabilities.

TPE 1A: Subject-Specific Pedagogical Skills for Teachers of Elementary Students

Teaching Language Arts to Elementary Students Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards for English Language Arts and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction in Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. They are able to demonstrate how to use evidenced-based specialized instruction to teach English Language Arts to students with disabilities. They strategically plan and schedule instruction that ensures students meet or exceed the standards.

Candidates create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated arguments and

informative/explanatory texts and to adapt their communication in relation to audience, task, purpose, and discipline.

Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students' use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students' proficiency after instruction. Students with more intensive needs requiring special education services may need further differentiated instruction, based on their individualized education programs. Candidates are able to utilize natural opportunities within classroom routines to maximize student learning, and facilitate integrated learning opportunities. Candidates are able to provide natural opportunities for communication and alternative ways to demonstrate knowledge. They are able to determine communicative intent, particularly with students with low verbal abilities.

Teaching Mathematics to Elementary Students Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in Mathematics and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction for mathematical practices and content to engage students in mathematical tasks. Candidates provide evidence-based instruction for students to gain strong foundational conceptual understanding along with a high degree of procedural skill and fluency to apply mathematics to solve problems inside and outside the classroom. They create learning environments to foster mathematical thinking that are built on progressions of topics across a number of grade levels. Candidates facilitate students' development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom, and implement evidence-based practices including thematic and explicit instruction.

Candidates model and encourage students to use multiple approaches to mathematical problems. They require student collaboration, and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

Teaching Science to Elementary Students Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, Next Generation Science Standards and Common Core State Standards to students with disabilities. They understand how to

deliver an integrative and comprehensive program of differentiated, evidenced-based systematic and explicit instruction, utilizing appropriate accommodations and modifications to create scientifically literate students. Candidates create a learning environment that fosters curiosity and engages students in asking questions, defining problems, investigating, analyzing data, constructing explanations and finding solutions. They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific and engineering investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching History-Social Science to Elementary Students Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, and Common Core State Standards in history-social science for students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create literate and informed future participants of our democratic society. Candidates create a learning environment that is culturally responsive and promotes civic mindedness. They enable students to learn and use basic analytic thinking skills in history and social science. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to read and comprehend primary and secondary sources to support analysis, including graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments and informative/explanatory texts focused on discipline-specific content. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

TPE 1B: Subject-Specific Pedagogical Skills for Teachers of Secondary Students

Teaching English-Language Arts to Secondary Students Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. They master how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. They demonstrate the ability to incorporate student transition goals in order to make English-Language Arts instruction comprehensible and relevant to students.

Education Specialist candidates are able to design age-appropriate instruction based on their students' academic needs as determined by their present levels of performance. They teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for

a range of tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend literary and informational text, and to cite specific evidence when offering an oral or written interpretation of a text. They teach formal and informal speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas. Education Specialists are able to utilize assistive technology to support students who use alternative and augmentative methods of communication. Candidates can teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. Candidates are able to make technology accessible to students with disabilities and to utilize specially designed instructional technologies to support students in their learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching Mathematics to Secondary Students Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities. Candidates, by utilizing appropriate accommodations and modifications, enable students to develop mathematical practices and concepts, to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction. They demonstrate the ability incorporate transition goals in mathematics instruction. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Candidates assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science to Secondary Students Education Specialist candidates exhibit the ability to use differentiated, systematic and explicit instruction to teach the Next Generation Science Standards and Common Core State Standards to students with disabilities, by utilizing appropriate accommodations and modifications. They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers.

Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of science and technical texts including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments on discipline-specific content and informative/explanatory texts including the narration scientific procedures/experiments, or technical processes.

Additionally, candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They establish and monitor procedures that protect the safety of students in their classroom, and demonstrate the ability to incorporate transition goals in science instruction. Candidates monitor the progress of students as they develop deeper levels of scientific and engineering investigations and learn to construct explanations and find solutions. `

Teaching History-Social Science to Secondary Students Education Specialist candidates demonstrate the ability to teach the Common Core State Standards applicable to history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to incorporate student transition goals in history-social science instruction. They enable students to learn and use analytic thinking skills in history and social science. They use timelines and maps to reinforce students' sense of temporal and spatial scale as well as technological applications that support students with disabilities. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of primary and secondary sources including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments on discipline-specific content and informative/explanatory texts including narration of historical events.

Additionally, Education Specialist candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction Education Specialist candidates use data collection systems and multiple measures for progress monitoring based on each student's Individualized Education Program (IEP) throughout instruction to determine whether all students, including English learners and students with disabilities, are understanding content and making progress

toward learning the key concepts of Common Core State Standards or California Preschool Learning Foundations. Candidates purposefully use ongoing multiple and differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates utilize assessment results for instructional adjustment.

TPE 3: Interpretation and Use of Assessments Education Specialist candidates are knowledgeable of, and use a variety of informal and formal, as well as formative and summative assessments to determine eligibility, service delivery within the , least restrictive environment, and instruction based on students' present level of performance. Candidates are able to write standards-based IEP/IFSP/ITP, plan instruction and determine students' progress toward IEP/IFSP/ITP. Candidates select and use appropriate diagnostic instruments, according to student needs, including entry level, progress monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, communication and behaviors. They know when and how to use alternative assessments, as appropriate, based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work and other evidence of learning, including student work samples as well as performance-based real-world applications of learning. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to generalize these strategies.

Candidates demonstrate the ability to familiarize students with the format of the state-adopted assessment program. They know how to appropriately administer the assessment programs, including implementing accommodations for students with disabilities. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English learners in language development as well as in the students' native language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. Candidates can clearly explain to families and students the results of assessments in order to help students achieve their learning goals. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender or linguistic differences may be confused with manifestations of a disability.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP/IFSP instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum. Candidates incorporate specific strategies, including assistive technology, teaching/instructional activities, procedures and experiences that address Common Core State Standards and the Next Generation Science Standards for students in order to provide an individualized, balanced and comprehensive curriculum based on student's' present levels of performance. They use instructional materials to teach students the academic content described in the Common Core State Standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose, lesson content and student's needs. To meet student academic and functional learning needs, candidates utilize principles of Universal Design for Learning to provide multiple means of representation, action and expression and engagement, such as written and oral

presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates demonstrate how to deliver a comprehensive program of evidence-based instruction that includes reading, writing, speaking, listening, and language within discipline-specific standards. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. When students do not understand content, candidates take additional steps to foster access and comprehension for all learners.

TPE 5: Student Engagement Candidates clearly communicate instructional objectives to students and families. Candidates use differentiated methods including the principles of Universal Design for Learning to ensure the active and equitable participation of all students, and to promote integration into general education environments, using developmentally and age appropriate materials. They ensure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and IEP/IFSP/transition plan. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction individually and culturally relevant. Candidates provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community based instruction. Candidates encourage students to extend their thinking by teaching them to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of typical and atypical child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, pre-formal through adult transition. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally appropriate and age appropriate instructional practices to make content accessible to all students.

Developmentally Appropriate Teaching Practices for Education Specialists Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting., Candidates facilitate appropriate transitions for students based on individual needs including considers of self-efficacy and self-determination between academic levels in programs. Candidates demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports.

TPE 6A: Developmentally and Age Appropriate Practices in Pre-Kindergarten through Middle Elementary Education Specialist Candidates who teach young children understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw

on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions e.g., consideration, cooperation, responsibility, empathy. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They can demonstrate how to develop plans for students who require support in developing school related attention and self-regulation skills.

TPE 6B: Developmentally and Age Appropriate Practices in Upper Elementary and Middle School

Education Specialist candidates who teach students in grades 4-8 build on students' strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies for increasingly challenging academic curriculum. They assist students in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.

TPE 6C: Developmentally and Age Appropriate Practices in High School and Adult Transition

Education Specialist candidates who teach students in grades 9-12, establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills as well as self-determination and self-advocacy skills. In order to help students to understand connections between the curriculum and life beyond high school, candidates develop with students and their families, Individual Transition Plans that include goals for independent living, post-secondary education and careers. Candidates continue to support students in assuming increasing responsibility for learning, and in developing sufficient skills related to career, independent living and community participation.

TPE 7: Teaching English Learners Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates can implement specialized instructional methods for English Language Development for students with disabilities. They can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. Candidates implement an instructional program that addresses the California English Language Development Standards facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of English proficiency and literacy, and native language, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with bilingual specialists, para-educators and families to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use

English that extends students' current level of development yet is still comprehensible. They know how to analyze students' errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade appropriate curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in developing linguistically appropriate IEP/IFSP/transition goals and planning lessons for English language development within academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning About Students Candidates draw upon an understanding of patterns of typical and atypical child and adolescent development, and the learning needs of students with disabilities, to plan instruction for their students. Using formal and informal methods, they assess students' present levels of performance in academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Through interpersonal interactions with students and families, candidates learn about students' abilities, ideas, interests and aspirations. Candidates are knowledgeable about students' community contexts and socioeconomic, cultural and language backgrounds. They understand how multiple factors including student health and multiple disabilities can influence student's ability to learn.

Candidates conduct assessments and participate in development of IEP/IFSP/transition team decisions. They encourage parents to collaborate in the development of IEP/IFSP/transition goals.

TPE 9: Instructional Planning Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with Common Core State Standards and the Next Generation Science Standards. They establish clear long and short-term goals for learning, based on students' current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so that the content to be taught connects to preceding and subsequent content. They use evidenced-based methods to help students obtain goals specified on their IEPs/IFSPs/transition plans as well as in their grade level or alternative curriculum. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, assistive and instructional technology to meet student learning goals in inclusive as well as specialized settings. Candidates use data from progress monitoring to inform their instructional planning. Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

Candidates use their pedagogical content knowledge to develop relevant, differentiated instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and specific learning needs. Candidates understand how to direct and interact appropriately with paraprofessionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct, co-teach and communicate effectively with other special education service providers, general education teachers, and community agencies for instructional planning. Candidates include parents and students in instructional planning.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time Candidates recognize and articulate the critical importance of time management in their instructional planning based on student's needs, and when co-planning for instruction in inclusive settings. Candidates allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards, California Preschool Learning Foundations, Next Generation Science Standards and IEP/IFSP/ITP goals. Candidates are able to implement evidence-based strategies for student engagement and motivation. They establish procedures for routine tasks and manage transitions to maximize instructional time. They incorporate instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

Candidates create a positive climate for learning in all educational settings. They establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans. Candidates establish a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem solving. Candidates are well-versed in school-wide positive behavior interventions and supports, restorative justice, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student's behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address such behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional, trauma, and mental health needs, and are knowledgeable of how to engage these related services professionals to assist students who have greater needs.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students' IEP/IFSP/transition plans and school discipline policies. They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates are aware of and respond appropriately to sensitive issues within the learning environment in a culturally responsive manner. They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social supports and the expectations of student's learning environments and their relationship to academic achievement and collaboratively develops supportive

environments based on observations of students, and consultation with IEP/IFSP/transition team members.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal and Ethical Obligations Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. Candidates recognize and actively address expressions and acts of intolerance such as bullying. They understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

TPE 13: Professional Growth Candidates evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and Next Generation Science Standards for students and student learning. The candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence-based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.