TEACHING PERFORMANCE EXPECTATIONS
TPE's AT-A-Glance with Salient Features

Teaching Performance Expectations (TPE's) describe the knowledge and abilities required of classroom teachers that were adopted by the California Teaching Commission in September, 2001.

A. Making Subject Matter Comprehensible To Students

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction
A. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
   • Demonstrates the ability to teach to the state-adopted content standards
   • Uses a variety of appropriate instructional strategies and resources to respond to students’ needs
   • Makes subject matter meaningful using proper procedures (i.e., critical thinking, problems solving, concept attainment, etc.)

B. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Student Learning

TPE 2 Monitoring Student Learning During Instruction
   • Determines student progress toward achieving the state-adopted content standards
   • Supports student learning during instruction
   • Collects and uses multiple sources of information about student knowledge and learning

TPE 3 Interpretation and Use of Assessments
   • Demonstrates an understanding of design, use, & differentiation of assessments, formal and informal
   • Using and interpreting assessments appropriately and accurately
   • Giving feedback on assessments
   • Uses information from formal and informal assessments to inform planning and instruction
C. Engaging And Supporting Students In Learning

TPE 4 Making Content Accessible
- Consistently addressing state-adopted academic content standards
- Prioritizing and sequencing essential skills and strategies
- Using various strategies to facilitate student learning
- Uses a range of appropriate instructional strategies, materials, & technologies to maximize learning

TPE 5 Student Engagement
- Effectively communicates instructional and learning goals to students
- Ensuring active and equitable participation
- Monitoring student progress and extending student thinking
- Use of various grouping practices to actively engage all learners
- Uses a variety of materials, technologies, resources, & strategies to enhance student engagement

TPE 6 Developmentally Appropriate Teaching Practices
A. Developmentally Appropriate Practices in Grades K-3
- Develops and implements instructional practices appropriate to the grade level and students
- Uses principles of child and adolescent development to inform planning and instruction
- Differentiates instruction to meet the needs of individual students and groups

B. Developmentally Appropriate Practices in Grades 4-8
- Develops and implements instructional practices appropriate to the grade level and students
- Uses principles of child and adolescent development to inform planning and instruction
- Differentiates instruction to meet the needs of individual students and groups

C. Developmentally Appropriate Practices in Grades 9-12

TPE 7 Demonstrates Understanding of Appropriate Practice for English Language Learners
- Understanding and applying theories, principles, and instructional practices for English Language Development, including SDAIE
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction
D. Planning Instruction And Designing Learning Experiences For Students

TPE 8 Learning About Students
• Understanding how to learn about student needs and abilities
• Using methods to learn about students
• Connecting student information to learning

TPE 9 Instructional Planning
• Establishes and communicates appropriate academic learning goals
• Connecting academic content to the students' backgrounds, needs, and abilities
• Selecting appropriate strategies/activities/materials
• Designs and implements short-term and long-term instructional plans to foster student learning

E. Creating And Maintaining Effective Environments for Student Learning

TPE 10 Instructional Time
• Allocating instructional time
• Managing instructional time

TPE 11 Social Environment
• Understands the importance of the social environment
• Establishes and maintains a positive environment for learning
• Engages in behavior that supports a positive environment

F. Developing As A Professional Educator

TPE 12 Professional, Legal, and Ethical Obligations
• Taking responsibility for student academic learning outcomes
• Knowing and applying professional and ethical obligations
• Knowing and applying legal obligations

TPE 13 Professional Growth
• Evaluating teaching practices and subject matter knowledge
• Using reflection and feedback to improve teaching practice and subject matter knowledge
• Establishes goals for professional development and works to achieve these goals