

**School of Education Performance Expectations and Dispositions
and the
State of California Teaching Performance Expectations**

Performance Expectations

PE: A. Are able to design and implement pedagogy and curriculum that are informed by theory, research, professional standards, and reflective practice.

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 8: Learning About Students
- TPE 9: Instructional Planning

PE: B. Demonstrate Depth and breadth of content and pedagogical knowledge.

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

PE: C. Are knowledgeable about and able to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individual differences—social, linguistic, cultural, and ethnic; in addition, knowledgeable about and able to address effectively the special education needs of students with medically or biologically based disabilities, learning disability, cognitive impairment, emotional disturbance, or perceptual impairment.

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 9: Instructional Planning

PE: D. Successfully create and work in collaborative and inclusive communities.

- TPE 10: Instructional Time
- TPE 11: School Environment
- TPE 13: Professional Growth

PE: E. Develop and promote a global, multicultural perspective based on an understanding of how individuals are differently positioned in terms of knowledge, power, identity, and privilege.

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 8: Learning About Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: School Environment

PE: F. Act on key values including but not limited to social justice, anti-bias principles, and democratic practices.

- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

PE: G. Make decisions based on developmental learning theory.

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 9: Instructional Planning

PE: H. Use various means—knowledge of research, formative and summative assessments, reflection, and evaluation—to improve teacher practice and student learning.

TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments
TPE 13: Professional Growth

PE: I. Use multiple and appropriate assessment measures including both qualitative and quantitative techniques.

TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

PE: J. Use technology to enhance teaching and support active, authentic learning.

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners
TPE 8: Learning About Students
TPE 9: Instructional Planning
TPE 10: Instructional Time
TPE 11: School Environment

Dispositions

Dis: A. Are passionate about being educators.

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 4: Making Content Accessible
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TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners
TPE 8: Learning About Students
TPE 9: Instructional Planning
TPE 10: Instructional Time
TPE 11: School Environment
TPE 13: Professional Growth

Dis: B. Promote social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities.

TPE 8: Learning About Students
TPE 9: Instructional Planning
TPE 10: Instructional Time
TPE 11: School Environment
TPE 12: Professional, Legal, and Ethical Obligations

Dis: C. Are culturally responsive and responsible, knowledgeable and appreciative of the diversity among learners.

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners
TPE 8: Learning About Students

Dis: D. Have a genuine appreciation of the importance of a liberal arts education.

Dis: E. Value the arts in learning.

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 10: Instructional Time

TPE 11: School Environment

Dis: F. Are committed to anti-biased principles, social justice, and democratic processes.

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

Dis: G. Are committed to professional ethical standards.

TPE 12: Professional, Legal, and Ethical Obligations