

PEPPERDINE UNIVERSITY  
TEACHER PREPARATION PROGRAM

**TEACHER PREPARATION  
HANDBOOK**

**2014-2015**

**Program Director: Robert R. Barner, Ph.D.**

## MISSION STATEMENT

The Teacher Preparation pathway:

***IS A LEARNING COMMUNITY COMMITTED TO THE EDUCATION OF THE WHOLE INDIVIDUAL***

We believe that all coursework must address the holistic needs of our students, explore the intellectual, spiritual and emotional dimensions of becoming a teacher. We believe that becoming a teacher involves the difficult work of discovering meaning, developing identity and discerning a pedagogical approach.

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***IS COMMITTED TO PRAXIS - LINKING THEORY TO PRACTICE.***

We believe that teacher candidates learn best when they are engaged with teachers in real classrooms, confronting the daily issues of teaching. Coursework is linked to classroom experiences through rigorous explorations of theoretical foundations, solid research-based methodologies and the art of reflective practice.

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***IS ENGAGED IN IMPROVING THE EDUCATIONAL OPPORTUNITIES FOR THE LEAST WELL-SERVED.***

We believe in sustained involvement with urban schools in meeting the needs of all learners, and in that endeavor, work closely with underserved schools in communities surrounding our centers.

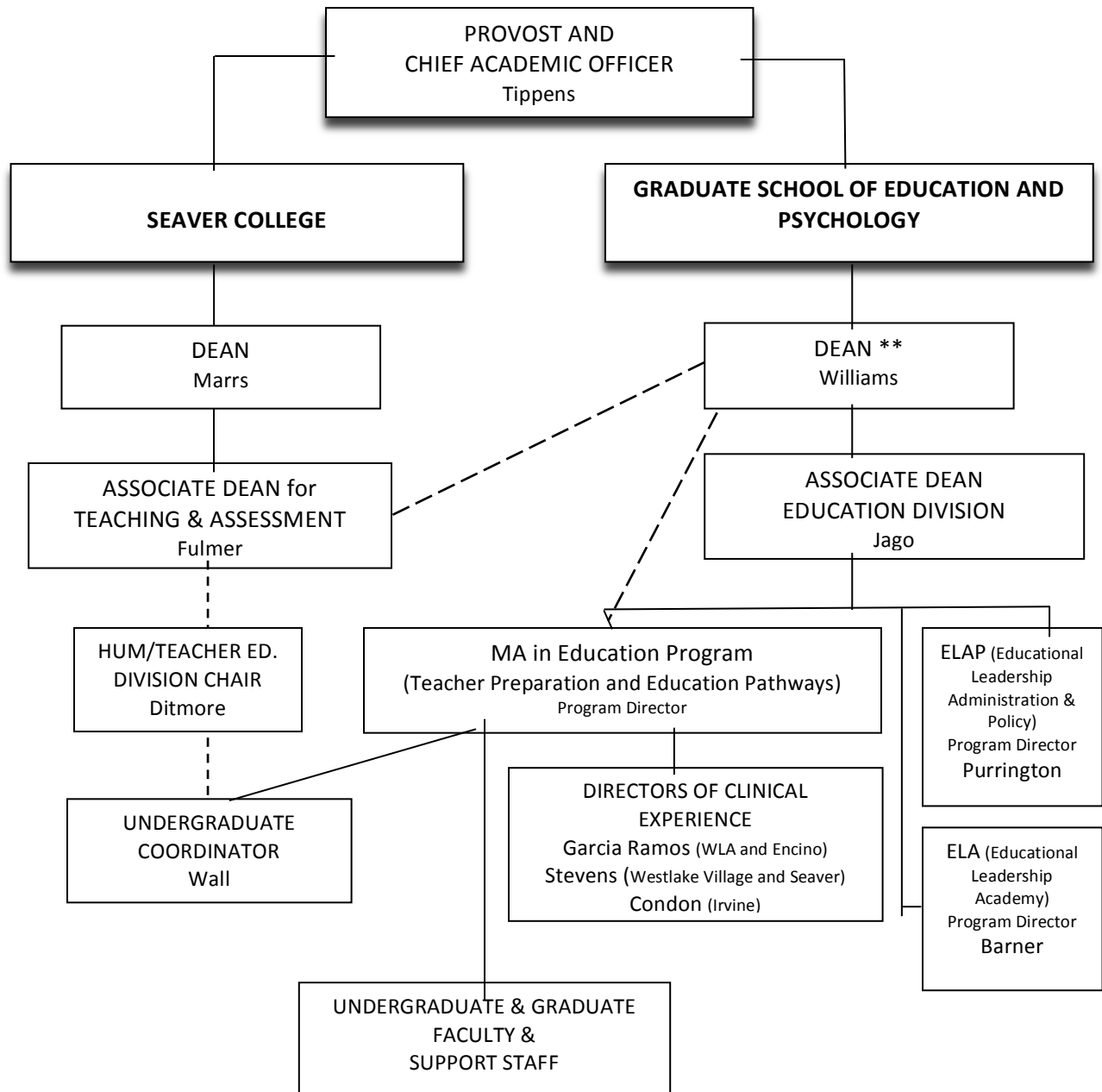
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***WORKS IN PARTNERSHIP SCHOOLS AND COMMUNITIES WITH GUIDANCE FROM AN ADVISORY BOARD.***

We believe in the necessity of authentic collaboration and in the generative power of multiple perspectives. Our advisory board, comprised of educators, community members and stakeholders is committed to provide the program with external support, accountability and guidance.

**ORGANIZATIONAL CHART**

**Pepperdine University  
Organizational Chart for Education Credential Programs**



*\*\* Dean Williams serves as the institutional representative for accreditation.*

## CONTACT DETAILS

<b>ADMINISTRATION</b>			
Dr. Robert Barner – Program Director of Teacher Education		robert.barner@pepperdine.edu	(310) 568-5533
<b>TEACHING FACULTY</b>			
Dr. Carrie Birmingham – Malibu Campus		carrie.birmingham@pepperdine.edu	(310) 506-7405
Dr. Anthony Collatos – West Los Angeles Campus		anthony.collatos@pepperdine.edu	(310) 568-5671
Dr. Margot Condon – Irvine Campus		margot.condon@pepperdine.edu	(949) 223-2526
Dr. Spring Cooke – West Los Angeles Campus		spring.cooke@pepperdine.edu	(310)-568-5636
Dr. Cynthia Dollins – Irvine Campus (part-time)		cynthia.dollins@pepperdine.edu	(949) 223-2556
Dr. Stella Erbes – Malibu Campus		stella.erbes@pepperdine.edu	(310) 506-4271
Dr. Reyna Garcia-Ramos – West Los Angeles Campus		reyna.g.ramos@pepperdine.edu	(310) 568-2306
Dr. Nancy Harding – Encino Campus		nancy.harding@pepperdine.edu	(818) 501-1600
Dr. Kathy Lacey – Westlake Village Campus		kathy.lacey@pepperdine.edu	(805) 449-1181
Dr. David Stevens – West Los Angeles Campus		david.stevens@pepperdine.edu	(818) 501-1634
Dr. Carrie Wall – Malibu Campus		carrie.wall@pepperdine.edu	(310) 506-4438
<b>CLINICAL FACULTY</b>			
Dr. Margot Condon – Irvine		margot.condon@pepperdine.edu	(949) 223-2526
Dr. David Stevens – WLA, WLW, Encino and Malibu		david.stevens@pepperdine.edu	(310) 568-5640
<b>PROGRAM SUPPORT</b>			
Ms. Kristin Bailey – Associate Program Director		kristin.bailey@pepperdine.edu	(310) 568-2361
Ms. Maria Marion – Assistant Program Director		maria.marion@pepperdine.edu	(310) 568-2310
Ms. Summer O’Neal – Certifications Manager		soneal@pepperdine.edu	(310) 568-5608
Dr. Heidi Sublette – Director of Assessment / Accreditation		heidi.sublette@pepperdine.edu	(310)-568-5680
Ms. Alicia Standifer – Academic Advisor		Alicia.standifer@pepperdine.edu	(310) 568-5770
<b>CENTRAL SERVICES</b>			
Career Services Support		yas.djadali@pepperdine.edu	(310) 568-5634
Credentials		credinfo@pepperdine.edu	(310) 506-5701
Financial Aid Services		gsepfaid@pepperdine.edu	(310) 568-5775
Records and Enrollment		gsepreg@pepperdine.edu	(310) 568-2322
Student Accounts		gsepsa@pepperdine.edu	(310) 568-5588
Student Health Insurance		student.insurance@pepperdine.edu	(310) 506-4830
Writing Support		regina.meister@pepperdine.edu	(310) 258-2815
<b>CAMPUS SERVICES</b>			
<i>Bookstore</i>		<i>Psychological and Educational Clinic</i>	
Malibu	(310) 506-4291	Malibu	(310) 506-4210
West Los Angeles	(310) 568-5741	West Los Angeles	(310) 568-5752
pepperdine.wla@bkstr.com		Encino	(818) 501-1678
		Irvine	(949) 223-2570
<i>Client Services/Tech Support</i>		<i>Student Parking</i>	
Malibu	(310) 506-4357	Malibu	(310) 506-4700
West Los Angeles	(310) 568-5688	West Los Angeles	(310) 568-9220
Westlake Village	(805) 496-8767	Westlake Village	(805) 449-1181
Encino	(818) 501-1614	Encino	(818) 501-3653
Irvine	(949) 223-2510	Irvine	(949) 223-2500
<i>Library</i>		<i>Reception Desks</i>	
Malibu	(310) 506-7273	Malibu	(310) 506-4000
West Los Angeles	(310) 568-5685	West Los Angeles	(310) 568-5600
Westlake Village	(805) 496-8767	Westlake Village	(805) 449-1181
Encino	(818) 501-1615	Encino	(818) 501-1600
Irvine	(949) 223-2543	Irvine	(949) 223-2500

## TEACHER PREPARATION PATHWAY

PHASE 1 (INTRODUCTION)	PHASE 2 (DEVELOPMENT)	PHASE 3 (MASTERY)
MATP 681 Clinical Exp 1 (1)	MATP 682 Clinical Exp 2 (2)	MATP 683 Clinical Exp 3 (2)
<i>MATP 600 Human Dev (4)</i>	<i>MATP 691 Action Research 1 (3)</i>	<i>MATP 692 Action Research 2 (3)</i>
MATP 620 Literacy (4)	MATP 630 English Learners (3)	
MATP 610 Inst Design (4)	MATP 660 History/VPA (2) MATP 662 STEM (3) <b>OR</b> MATP 670 Dev Sec Methods (3) MATP 672 Dev Content Areas (1)	MATP 664 Language Arts (3)  <b>OR</b> MATP 674 Adv Sec Methods (3) MATP 676 Adv Content Areas (1)

### CORE CURRICULUM

MATP 600	Human Development
MATP 610	Instructional Design
MATP 620	Literacy in the 21 <sup>st</sup> Century
MATP 630	Teaching English Learners

### MULTIPLE SUBJECTS

MATP 660	History-Social Science/Visual Performing Arts
MATP 662	Science-Technology-Mathematics
MATP 664	Language Arts

### SINGLE SUBJECT

MATP 670	Developing Secondary Methods
MATP 672	Developing Content Area
MATP 674	Advanced Secondary Methods
MATP 676	Advanced Content Area

### PRAXIS

MATP 681	Clinical Experience 1
MATP 682	Clinical Experience 2
MATP 683	Clinical Experience 3
MATP 691	Design and Action Research 1
MATP 692	Design and Action Research 2

## CREDENTIAL INFORMATION

Graduates must be granted a teaching credential by the California Commission on Teacher Credentialing (CCTC) in order to be able to be employed by the California public school districts. Credential laws are passed by the federal government and the California state legislature and implemented by this Commission. The services of the Certification Manager are:

- Provide a “To Do” list via your Wavenet account outlining the credential requirements stipulated by the CCTC;
- Ensure that you meet the state and university credential requirements;
- Assist you with processing the credential materials;
- Recommend you for a Preliminary SB 2042 Teaching Credential.

For candidates interested in becoming elementary school teachers, the Multiple Subject Credential Program leads to the SB2042 Preliminary Multiple Subject Credential with English Learner Authorization.

For candidates interested in becoming a middle school or a high school teacher in a specific subject area, the Single Subject Credential Program leads to the SB2042 Preliminary Single Subject Credential with English Learner Authorization.

1) Certificate of Clearance: California Commission on Teacher Credentialing (CTC) requires a Livescan fingerprint clearance and background check through the CTC are required upon admission to the credential program. Forms and information are available from the Credential Office. If you hold an Emergency or Substitute Teaching Permit, submit a copy to the Credential Office in lieu of COC. The Certificate of Clearance must be posted on the CTC website [www.ctc.ca.gov](http://www.ctc.ca.gov) for verification.

2) Tuberculosis Clearance: Candidates will be required to provide evidence of a negative TB test upon admission to the credential program. If the TB test is positive, candidates are required to obtain a clear chest x-ray. A copy of the x-ray results can be submitted to the Credential Office. The negative TB examination is valid for two (2) years from the date the test was read and the results were recorded. Teacher Education Candidates must have a valid TB report for the entire duration of their program.

3) Technology: Mastery of the CCTC Technology Standards is a requirement for all Teacher Preparation candidates. Technology is embedded in all coursework in the Teacher Preparation pathway.

4) Residency Policy: To be recommended for a teaching credential, candidates are required to complete all coursework in residency at Pepperdine University.

5) Grades and Grade Point Average: Candidates must establish a 3.0 GPA in their first semester of academic work in order to continue in the program on regular status. Grades must be a C or better to earn a recommendation for the SB 2042 Teaching Credential.

6) Contact Details: It is important that the Credential Office be advised of any changes of name, address, or telephone number. The form is located in the appendix of this handbook. You should also make any changes with the GSEP Registration Office. <http://www.pepperdine.edu/registrar/forms>

## TESTING REQUIREMENTS

**Basic Skills:** The basic skills requirement must be attempted prior to admission to the Teacher Preparation pathway. All CBEST exams must be passed and submitted to the Credential Office prior to being registered for Clinical Experience MATP 682 or ATP 683 during the term add/drop week.

Basic Skills Requirement (CBEST) must be completed before enrollment into Clinical Experience into MATP 682 or MATP 683

**There are 5 options for satisfying the Basic Skills Requirement.**

CBEST

MS CSET + CSET Writing Skills

CTC approved out of state basic skills exam

CSU early assessment program – 11<sup>th</sup> grade STAR exam

CSU placement examination (EPT & ELM)

**Multiple Subject Matter:** California Subject Examinations for Teachers (CSET) is the only state-approved subject matter examination for the Multiple Subject Credential in California (there is no other way to earn your multiple subject matter competency) You must successfully pass all three subsets of the CSET Multiple Subjects. All CSET exams must be submitted to the Credential Office prior to being registered for Clinical Experience (MATP 682 or MATP 683). For more information on the CSET registration, the tests, test dates, passing scores and to view sample tests visit: [www.cset.nesinc.com](http://www.cset.nesinc.com)

**Single Subject Matter:** There are two methods of establishing Subject-Matter competence – EITHER completion of a Commission-Approved Subject-Matter Program at a California college or university and obtain a Subject-Matter Competence Equivalency letter (verification of completion) from the authorized person in the Education Department at that university or college OR take and pass the appropriate CSET.

**Note:** The Original Subject-Matter Competence Equivalency letter must be submitted to the Credential Office for verification (original only – no photocopies). A passing CSET score report must be submitted to the Credential Office prior to being registered for Clinical Experience (MATP 682 or MATP 683) during the term add/drop week.

**RICA:** The Reading Instruction Competence Assessment is required for all candidates for the Multiple Subject Teaching Credential. To fulfill this credential requirement, candidates must take and pass EITHER the RICA Written Examination OR the RICA Video Performance Assessment. Passage of either one of these two assessments satisfies this credential requirement Please refer to the RICA Registration Bulletin and the RICA Brochure, *The Reading Instruction Competence Assessment (RICA): Why, What, When and Who?*.

**U.S. Constitution:** This requirement may be met by passing a Commission-approved college or university examination, or by successfully completing a CTC-approved college course (two semester units or three quarter units) in the provisions of the U.S. Constitution with a grade of 'C' or better. The Credential Office will evaluate your college transcripts to determine whether or not you have met the U.S. Constitution requirement. Verification or unmet requirements will be noted on your Credential "To Do" list via Wavenet. Advanced Placement (AP) exams and courses are not accepted by Pepperdine University to satisfy the U.S. Constitution requirement.

**CPR Component of the Health Education:** To fulfill this requirement, the training must be the equivalent of the American Heart Association Heartsaver (BLS-B) course, or the Community CPR course provided by the American Red Cross. The course must cover adult, infant and child CPR skills, plus rescue breathing and choke rescue, education risk factors, sudden cardiac arrest. It may also include causes of respiratory arrest, healthy heart concept and emphasis on recognizing the symptoms of heart attack and taking action before CPR becomes necessary.

## CLINICAL EXPERIENCE

The University reserves the right to change its policies, rules, regulations, requirements, and any other contents of this information at any time. The Directors of Clinical Experience are responsible for placing all Teacher Preparation candidates in cooperating school districts. Candidates do not place themselves.

The selection of Master Teachers is based on the mutual agreement of the school districts, Site Administrators, and the Directors of Clinical Experience at each campus. Master Teachers must hold a valid California Preliminary or Professional Clear Teaching Credential (or the equivalent), be tenured, have a minimum of three years of experience in the grade or level of supervision, and be interested in supervising future teacher professionals. Teacher Preparation candidates are required to complete at least one English Learner assignment with a Master Teacher who possesses the appropriate credential.

A successful clinical experience is essential to the development of effective teachers. To make Teacher Preparation candidates as successful as possible, the University Field Supervisor, Master Teacher, and Principal work as a team with the candidate. The Teacher Preparation pathway provides an opportunity for: professional educators to make a substantial contribution to the teaching profession; the candidate to translate his or her education and background into classroom practice; and all participating educators to have a profitable personal experience in the service of young people and the community.

The University expects from all of its candidates and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Candidates are expected to respect order, morality, personal honor, and the rights and property of others at all times. They are expected to comply with the rules and regulations of the University.

In the event of a strike or work stoppage of certificated employees in a school district where a Teacher Preparation candidate is engaged in the Clinical Experience, Pepperdine University endorses a policy of noninvolvement, whereby the candidate shall not appear at the training site(s) involved, but shall report to the appropriate Director of Clinical Experience for direction. This same noninvolvement applies to any and all emergency situations resulting in site disruptions with a potential for violence involving issues other than employee-management relations. It will be the responsibility of each candidate to be in regular communication with the Director of Clinical Experience to keep abreast of the situation. Should any situation continue for an extended period, other site arrangements may be made by the Director of Clinical Experience. Inquiries regarding this policy should be directed to Pepperdine University.

The Teacher Preparation pathway is aligned with criteria in the Performance Assessment for California Teachers (PACT). Under the guidance of the Master Teacher, the candidate will plan, teach, and record lessons that build on the characteristics of the students, draw upon standards-based goals for instruction, and include strategies to further student learning. The candidate will implement those lessons, making appropriate use of class time and instructional resources to meet the differing needs of individuals, and manage instruction and student interaction. The candidate will critically analyze the lessons, assess student learning, and use the results to determine further instruction. Successful completion of the PACT event is required by the State to be eligible for a teaching credential. Taskstream is the electronic platform used to submit PACT assignments: the subscription fee is currently \$42.00/year (subject to change)



The PACT Teaching Event is a major component of the student teaching experience. The State of California requires that all candidates successfully complete the PACT Teaching Event to be eligible for a teaching credential.

As part of the PACT requirements, Multiple Subject candidates will be required to complete Content Area Tasks (CATs) in history/social science, math, and science to demonstrate subject matter competency. Single Subject candidates will complete a Content Area Task (CATs) focused on their subject area. The Content Area Tasks (CATs) are completed during methods courses and the PACT Teaching Event begins in Clinical Experience Phase 2 and completed during Clinical Experience Phase 3 of student teaching.

### **The PACT Event: Five Tasks**

#### **❖ Task One – Context for Learning**

This task assesses the candidate's ability to understand how information about a class is used to:

- Prepare instruction for particular subjects and content areas
- Plan instruction to meet the specific learning needs of students

#### **❖ Task Two – Planning Instruction and Assessment**

This task assesses the candidate's ability to identify the links between student learning needs and instructional presentation and assessment to:

- Plan instruction for an actual class of K-12 students, including developing and adapting instruction for English learners and for students with other instructional needs
- Design assessment tools that will accurately reflect student learning
- Reflect on the connections between student characteristics and instructional planning

#### **❖ Task Three – Instructing Students and Supporting Learning**

This task assesses the candidate's ability to effectively teach the lessons that were planned in Task Two, including a video recording of the classroom instruction. The candidate will:

- Present the lessons to the class where he/she is doing student teaching
- Video the lessons and review them
- Reflect on the teaching experience

#### **❖ Task Four – Assessing Student Learning**

This task assesses the candidate's ability to review, analyze and use student assessments to plan further instruction. The candidate will:

- Identify a set of student work samples and analyze for trends and student understanding
- Reflect on assessment results and identify next steps in instruction

#### **❖ Task Five – Reflecting on Teaching & Learning**

This task assesses the candidate's ability to be a reflective professional. The candidate will:

- Review his/her daily reflections
- Reflect on the lessons, the classroom instruction, the learning results, and on his/her teaching

**NOTE:** *The activities for these tasks will be completed by sections and will be submitted through TaskStream™, an electronic platform, for final scoring. All scores become part of the candidate's credentialing file.*

## MASTER TEACHERS

The Teacher Preparation pathway provides an opportunity for: professional educators to make a substantial contribution to the teaching profession; the candidate to translate his or her education and background into classroom practice; and all participating educators to have a profitable personal experience in the service of young people and the community. The selection of Master Teachers is based on the mutual agreement of the school districts, Site Administrators, and the Directors of Clinical Experience at each campus. Master Teachers must hold a valid California Preliminary or Professional Clear Teaching Credential (or the equivalent), have a minimum of three years of experience in the grade or level of supervision, and be interested in supervising future teacher professionals.

The Teacher Preparation pathway is aligned with criteria in the Performance Assessment for California Teachers (PACT). Under the guidance of the Master Teacher, the candidate will plan, teach, and record lessons that build on the characteristics of the students, draw upon standards-based goals for instruction, and include strategies to further student learning. The candidate will implement those lessons, making appropriate use of class time and instructional resources to meet the differing needs of individuals, and manage instruction and student interaction. The candidate will critically analyze the lessons, assess student learning, and use the results to determine further instruction. Successful completion of the PACT event is required by the State to be eligible for a teaching credential. The University Field Supervisor, Master Teacher, and Principal work as a team with the candidate.

The initial Clinical Experience is strictly observational: there will be no evaluation by a University Field Supervisor. The Master Teacher will support the Teacher Preparation candidate through a process of induction to school life and orientation to the learning community. Subsequent phases of Clinical Experience will involve collaboration with the University Field Supervisor in the evaluation of the candidate: planning, implementing, and assessing lesson plans. The Master Teacher will:

- Model a variety of appropriate strategies and techniques of instruction;
- Explain the principles and practice of teaching students with diverse needs;
- Discuss the reflective process of teaching and methods of self-evaluation;
- Clarify and demonstrate assessment, grading, and reporting procedures.

The Director of Clinical Experience will submit a final grade for the Clinical Experience. The grade will be based upon the evaluations and recommendations of the Master Teacher and the University Field Supervisor as well as the Clinical coursework graded by the professor. During the term, the Master Teacher will work cooperatively with the University Field Supervisor and the candidate in a process of formative assessment.

In the event of a strike or work stoppage of certificated employees in a school district where a Teacher Preparation candidate is engaged in the Clinical Experience, Pepperdine University endorses a policy of noninvolvement, whereby the candidate shall not appear at the training site(s) involved, but shall report to the appropriate Director of Clinical Experience for direction. This same noninvolvement applies to any and all emergency situations resulting in site disruptions with a potential for violence involving issues other than employee-management relations. It will be the responsibility of each candidate to be in regular communication with the Director of Clinical Experience to keep abreast of the situation. Should any situation continue for an extended period, other site arrangements may be made by the Director of Clinical Experience. Inquiries regarding this policy should be directed to Pepperdine University.

## UNIVERSITY FIELD SUPERVISORS

As the University Field Supervisor (UFS), you play an important role in helping Teacher Preparation candidates grapple with the transition from student to educator by supporting, observing, conferencing, providing constructive criticism, and walking alongside them in their Clinical Experiences. We greatly appreciate your willingness to share your expertise and knowledge with the candidates in this period of personal and professional growth.

Each candidate is assigned a University Field Supervisor who works cooperatively with the Master Teacher, the Director of Clinical Experience, and the school site personnel. High professional standards are expected in the Clinical Experience component of the Teacher Preparation pathways at Pepperdine University. The University Field Supervisor will observe the candidate on a regular basis, critique the candidate's performance, and conference with the candidate. A copy of the observation will be given to the candidate, indicating strengths and challenges as well as specific suggestions for improvement. Electronic copies of the observation and evaluation notes will be available for review and stored in TaskStream.

The University Field Supervisor, in consultation with the Master Teacher, Director of Clinical Experience, and the candidate may change the assignment or withdraw the student if the situation demands. At the school sites, the University Field Supervisor will:

- Confer with the Master Teacher and the candidate;
- Observe and evaluate the candidate's work in the classroom;
- Conference with the candidate about the lesson;
- Interface with the site administrator, if appropriate.

As part of the standards established by Senate Bill 2042, Teaching Performance Expectations (TPEs) are based on the California Standards for Teachers. They prescribe what every effective teacher should know and be able to demonstrate and are embedded in coursework. Fulfillment of the TPEs comes with successful completion of each course. They appear below:

TPE 1 Specific Pedagogical Skills for Subject Matter Instructions

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

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 Social Environment

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth

<http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf>

## FREQUENTLY ASKED QUESTIONS (FAQ)

**Q. ARE THERE SPECIAL SERVICES FOR CANDIDATES WITH DISABLING CONDITIONS?**

- A. Pepperdine University is committed to ensuring that every possible barrier between each candidate and a quality education has been removed and provides opportunities and assistance to candidates with disabilities, as well as to veterans, armed services personnel and qualified dependents. Contact the Office of Disability Services (310) 506-6500 at the Malibu Campus to register as a candidate with disabilities. Students with disabilities requesting accommodation should contact the University's Disability Services Office (DSO) before their academic program begins.

**Q. CAN ANYONE REQUEST A COPY OF MY ACADEMIC TRANSCRIPT?**

- A. The Family Educational Rights and Privacy Act of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") are designed to protect the confidentiality of students' educational records and to give students access to their records to assure accuracy. FERPA outlines four rights with respect to students Education Records, they are as follows: Non-directory information is any educational record not considered directory information. Non-directory information must not be released to anyone, including parents of the student, without the prior written consent of the student. Further, faculty and staff can access non-directory information only if they have a legitimate academic need to do so. Non-directory information may include: Social security numbers; Student identification number; Race, ethnicity, and/or nationality; Gender; Transcripts; grade reports. Transcripts are non-directory information and, therefore, are protected educational records under FERPA. Students have a right to privacy regarding transcripts held by the school where third parties seek transcript copies. Institutions should require that students first submit a written request to have transcripts sent to any third party as the privilege of privacy of this information is held by the student under FERPA. Further information can be found at <<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>>

**Q. WHAT IS A TPE?**

- A. As part of the standards established by Senate Bill 2042, Teaching Performance Expectations (TPEs) are based on the California Standards for Teachers. They prescribe what every effective teacher should know and be able to demonstrate and are embedded in coursework. Fulfillment of the TPEs comes with successful completion of each course. They appear below:

TPE 1 Specific Pedagogical Skills for Subject Matter Instructions

TPE 2 Monitoring Student Learning During Instruction

TPE 3 Interpretation and Use of Assessments

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 Social Environment

TPE 12 Professional, Legal, and Ethical Obligations

TPE 13 Professional Growth

<http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf>