Domain A: Making Subject Matter Comprehensible to Students

**TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**
1. Demonstrates knowledge of subject matter content and student development.
2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.
3. Organizes curriculum to support student understanding of subject matter, interrelates ideas and information within and across subject matter areas.
4. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, students with autism spectrum disorder, and English Language learners.
5. Develops student understanding through instructional strategies that are appropriate to the subject matter.

Domain B: Assessing Student Learning

**TPE 2: Monitoring Student Learning During Instruction**
**TPE 3: Interpretations and Use of Assessments**
6. Establishes and communicates learning goals for all students.
7. Demonstrates knowledge of confidentiality provisions and requirements.
8. Demonstrates working knowledge of basic tests and measurements principle.
9. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities, students with autism spectrum disorder, and English Language learners.
10. Collects and uses multiple sources of information to monitor student learning.
11. Involves and guides all students in assessing their own learning.
12. Uses the results from a variety of data collection strategies and assessments to guide instruction for all learners.

Domain C: Engaging and Supporting Students in Learning

**TPE 4: Making Content Accessible**
**TPE 5: Student Engagement**
**TPE 6: Developmentally Appropriate Teaching Practices**
**TPE 7: Teaching English Learners**
13. Connects students’ prior knowledge, life experiences, and interests with learning goals.
14. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students’ diverse needs.
15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
16. Facilitates learning experiences that promote autonomy, interaction and choice.
17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.

**Domain D: Planning Instruction and Designing Learning Experiences for Students**

*TPE 8: Learning about Students  
TPE 9: Instructional Planning*

18. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.

19. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.

20. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, students with autism spectrum disorder, and English Language learners.

21. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

22. Designs and implements instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.

23. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.

24. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.

25. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.


27. Develops and uses effective English Language development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.

28. Effectively utilizes space, time, equipment and technology.

29. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

**Domain E: Creating and Maintaining an Effective Environment for Students’ Learning**

*TPE 10: Instructional Time  
TPE 11: Social Environment*

30. Creates a physical environment that engages all students.

31. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.

32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders.

33. Demonstrates ability to diffuse situations that may lead to conflict or violence.

34. Designs and implements behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.

35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

36. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.
37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.
38. Promotes social development and responsibility by establishing a climate that supports honesty, fairness, respect for privacy of student work, and openness to the discussion of ideas.
40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.
41. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.
42. Establishes and maintains positive standards for student behavior.
43. Manages learning environments efficiently and in a manner that is safe.

**Domain F: Developing as a Professional Educator**

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

44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities, students with autism spectrum disorder, and English Language learners.
47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.
48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.
49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.
50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.