USF School of Education Teacher Education Department
Multiple Subject Credential Program

Successful completion of a K-12 Teaching Credential Program in the state of California requires that candidates demonstrate a basic proficiency in meeting the Teaching Performance Expectations (TPEs). The 13 TPEs are divided into 6 general categories. The USF Teacher Education Program Curriculum Map below lists the 6 general categories, followed by the TPEs (Program Goals) in numerical order 1-13. Under each TPE are listed the Learning Outcomes (a, b, etc.) for each Program Goal (TPE).

Key i = Introduced with Moderate Coverage
I = Introduced with Significant Coverage
M = Moderate Coverage
S = Significant Coverage
C = Comprehensive Coverage

Credential candidates that graduate from this program learn:	TEC 600	TEC 610	TEC 621	TEC 611	TEC 643	TEC 618	TEC 612	TEC 613	TEC 630	TEC 616	TEC 642	TEC 601	TEC 605/6			
Make Subject Matter Comprehensible to All K-12 Students																
1. Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)																
a. Candidates plan instruction that addresses state-adopted academic content standards.	M	i	S	M	M	i	S	S	S	S	S	C	C			
b. Candidates demonstrate the ability to teach to state-adopted academic content standards.			M				M	S	S	S		C	C			
Assess Student Learning																
2. Monitoring Student Learning During Instruction (TPE 2)																
a. Candidates determine student progress toward achieving state-adopted academic content standards.		i	I				M	M	M	M	S	C	C			
b. Candidates use a variety of instructional strategies and techniques to support students' learning.	M	i	I	M	M	i	S	S	S	S		C	C			
3. Interpretation and Use of Assessments (TPE 3)																
a. Candidates identify a range of assessments.	I	i	I	I	I		S	S	S	M	M	C	C			
b. Candidates use, evaluate, and interpret a range of assessments.	I		I	I	I		M	M	M	M		C	C			
c. Candidates explain (give feedback) on assessment results.	I		I	I	I		M	M	M	M		C	C			
Engage and Support All Students in Learning																
4. Making Content Accessible (TPE 4)																
a. Candidates identify, differentiate (prioritize), and schedule (sequence) content to be taught.	M		I	i	I		S	S	S	S		C	C			
b. Candidates select and use various instructional strategies, activities, and resources to facility student learning.	S		I	i	I	i	S	S	S	S	S	C	C			
c. Candidates identify and apply theories, principles, and instructional practices for K-12 students with special needs.	M	i	i		S	i	M	M	M	S		C	C			
d. Candidates demonstrate how to adapt instructional practices to provide access to the	M				S		M	M	M	M		C	C			

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state-adopted content standards for K-12 special needs students.																
e. Candidates investigate and apply knowledge of K-12 student backgrounds and language abilities to provide differentiated instruction for ELL students	I	i	i	S		i	S	S	S	S		C	C			
5. Student Engagement (TPE 5)																
a. Candidates identify academic learning goals.	M	i	I	M	M		S	S	S	S	S	C	C			
b. Candidates demonstrate the ability to ensure active and equitableK-12 student participation.	M			i	i		M	S	S	S		C	C			
c. Candidates demonstrate the ability to monitor student progress and extend K-12 student thinking.	M		I				M	S	S	S		C	C			
6. Developmentally Appropriate Teaching Practices (TPE 6)																
a. Candidates identify the important developmental characteristics of K-12 students.	i	I	S	M	S	i	S	S	S	S	S	C	C			
b. Candidates design developmentally appropriate instructional activities.	I	I	M	M	M	i	S	S	S	S	S	C	C			
c. Candidates demonstrate the ability to provide (teach) developmentally appropriate educational experiences.	I		I	M	M		S	S	S	S	M	C	C			
7. Teaching English language Learners (TPE 7)																
a. Candidates identify and apply theories, principles, and instructional practices for English Language Development.	I	i	M	S		i	S	S	S	S		C	C			
b. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for K-12 ELL students	I			I			S	S	S	S		C	C			
c. Candidates investigate and apply knowledge of K-12 student backgrounds and language abilities to provide differentiated instruction for ELL students	I			i		i	S	S	S	S		C	C			
Plan Instruction and Design Learning Experiences for All Students																
8. Learning About Students (TPE 8)																
a. Candidates identify and employ a variety of methods to learn about K-12 students.	i	i	i	i	I	I	S	S	S	S	M	C	C			
b. Candidates use student information to plan, implement, and evaluated learning experiences	I		M			I	S	S	S	S		C	C			
9. Instructional Planning (TPE 9)																
a. Candidates identify appropriate academic learning goals and plan appropriate strategies/activities/materials/resources.	I	i	I	M	S	I	S	S	S	S	S	C	C			
b. Candidates connect academic content to K-12 students' backgrounds, needs, and abilities.	I	i	I	M	S	I	S	S	S	S	M	C	C			
Create and Maintain Effective Environments for Student Learning																
10. Instructional Time (TPE 10)																
a. Candidates schedule instructional time.			i				M	M	M	S		C	C			
b. Candidates manage instructional time.			i				M	M	M	S		C	C			
11. Social Environment (TPE 11)																
a. Candidates recognize the importance of the social environment.	M	I	M	M	M	S	S	S	S	S	S	C	C			
b. Candidates plan and maintain a positive environment for learning.			i			S	S	S	S	S		C	C			
Develop as a Professional Educator																
12. Professional, Legal, and Ethical Obligations (TPE 12)																

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a. Candidates take responsibility for K-12 student academic learning outcomes.			i							M		C	C			
b. Candidates know and apply professional, legal, and ethical obligations.	I	i	M			I	M	M	M	M	M	C	C			
13. Professional Growth (TPE 13)																
a. Candidates evaluate teaching practices and subject matter knowledge			i				i	M	M	S		C	C			
b. Candidates use reflection and feedback to improve teaching practice and subject matter knowledge.			i			S	M	M	M	S	M	C	C			