USF School of Education Teacher Education Department
Single 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). There are 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

	TEC 600	TEC 610	TEC 611	TEC 618	TEC 643	TEC 628	TEC 629	TEC 615	TEC 617	TEC 660	TEC 642	TEC 601	TEC 655/6			
Make Subject Matter Comprehensible to All Students																
1. Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)																
a. Candidates plan instruction that addresses state-adopted academic content standards.	M	i	M	i	M	S	S	S	S	S	S	C	C			
b. Candidates demonstrate the ability to teach to state-adopted academic content standards.						S	S	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				M	M	M	M	M	S	C	C			
b. Candidates use a variety of instructional strategies and techniques to support students' learning.	M	i	M	i	M	S	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	S	S	S	S	M	M	C	C			
b. Candidates use, evaluate, and interpret a range of assessments.	I		I		I	M	M	M	M	M		C	C			
c. Candidates explain (give feedback) on assessment results.	I		I		I	M	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	S	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	S	S	S	S	S	S	C	C			
c. Candidates identify and apply theories, principles, and instructional practices for students with special needs.	M	i		i	S	M	M	M	M	S		C	C			

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d. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for special needs students.	M				S	M	M	M	M	M		C	C			
e. Candidates investigate and apply knowledge of student backgrounds and language abilities to provide differentiated instruction for ELL students	I	i	S	i		S	S	S	S	S		C	C			
5. Student Engagement (TPE 5)																
a. Candidates identify academic learning goals.	M	i	M		M	S	S	S	S	S	S	C	C			
b. Candidates demonstrate the ability to ensure active and equitable student participation.	M		i		i	M	M	S	S	S		C	C			
c. Candidates demonstrate the ability to monitor student progress and extend student thinking.	M					M	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	M	i	S	S	S	S	S	S	S	C	C			
b. Candidates design developmentally appropriate instructional activities.	I	I	M	i	M	S	S	S	S	S	S	C	C			
c. Candidates demonstrate the ability to provide (teach) developmentally appropriate educational experiences.	I		M		M	S	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	S	i		S	S	S	S	S	S	C	C			
b. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for ELL students	I		I			S	S	S	S	S	S	C	C			
c. Candidates investigate and apply knowledge of student backgrounds and language abilities to provide differentiated instruction for ELL students	I		i	i		S	S	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 students.	i	i	i	I	I	S	S	S	S	S	M	C	C			
b. Candidates use student information to plan, implement, and evaluated learning experiences	I			I		S	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	M	I	S	S	S	S	S	S	S	C	C			
b. Candidates connect academic content to students' backgrounds, needs, and abilities.	I	i	M	I	S	S	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.						M	M	M	M	S		C	C			
b. Candidates manage instructional time.						M	M	M	M	S		C	C			
11. Social Environment (TPE 11)																
a. Candidates recognize the importance of the social environment.	M	I	M	S	M	S	S	S	S	S	S	C	C			
b. Candidates plan and maintain a positive environment for learning.				S		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 student academic learning outcomes										M		C	C			
b. Candidates know and apply professional, legal, and ethical obligations.	I	i		I		M	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.				S		M	M	M	M	S	M	C	C			