We create caring, diverse learning opportunities that foster intellectual, ethical, and social responsibilities in order to imagine, explore, and design the future.
Precondition #4.4

Candidate Proficiencies Aligned with the Expectations in Professional, State, and Institutional Standards

Chart of Competencies

Each credential program in the College of Education and Organizational Leadership derives its candidate proficiencies directly from the California Commission on Teacher Credentialing standards for credential programs. CCTC does not require programs to seek national recognition from SPAs. However, CCTC is committed to aligning state standards with national standards.
UNIT PROFICIENCIES

INITIAL PROGRAMS

The State of California Commission on Teacher Credentialing requires initial teacher preparation programs to address the California Teacher Performance Expectations (TPE’s). The University of La Verne has adopted the CalTPE’s as it’s candidate proficiencies for initial teacher preparation programs. In addition, the State of California requires that all initial regular teacher education programs assess TPE’s using the California Teacher Performance Assessments (CalTPA’s). The unit has also established key assessment in five areas including knowledge, planning, assessment, diversity, and technology. The University of La Verne has adopted CalTPA’s to measure these key assessments in teacher education. The chart below demonstrates the alignment among the state standards, key assessments, and candidate proficiencies.

<table>
<thead>
<tr>
<th>Outcomes/Proficiencies</th>
<th>Teacher Education</th>
<th>Special Education I</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Key Assessments</td>
<td>State Standards*</td>
</tr>
<tr>
<td>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</td>
<td>Teacher Performance Assessments (TPA) 1: Subject Specific Pedagogy 2: Designing Instruction 4: Culminating Teaching Experience</td>
<td>1, 7, 8, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 2: Monitoring Student Learning During Instruction</td>
<td>Teacher Performance Assessments (TPA) 4: Culminating Teaching Experience</td>
<td>1, 4, 5, 6, 10, 14, 15, 16, 17, 18, 19</td>
</tr>
</tbody>
</table>
such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments
Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students’ needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction.

Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

### Teacher Performance Assessments (TPA) 1:
**Subject Specific Pedagogy**
**3: Assessing Learning**
**4: Culminating Teaching Experience**

<table>
<thead>
<tr>
<th>Teacher Performance Assessments (TPA) 1: Subject Specific Pedagogy</th>
<th>1, 3, 4, 5, 6, 14, 15, 16, 17, 18, 19</th>
<th>SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners</th>
<th>9, 10, 11, 12, 13, 14, 17, 18, 21, 22</th>
</tr>
</thead>
</table>

**SPED 405P - Mini-Conference and Self-evaluation**
**SPED 409 - Technology Portfolio Section**

TPE 4: Making Content Accessible
Candidates for a Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address
state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

| Pedagogy 2: Designing Instruction | 14, 15, 16, 17, 18, 19 |
| Pedagogy 4: Culminating Teaching Experience Technology Skills Rubric | Needs of Mild/Moderate Learners |
| Teacher Performance Assessments (TPA): 4: Culminating Teaching Experience Technology Skills Rubric | 19, 20, 21, 23, 24, 25 |

TPE 5: Student Engagement
Candidates for a Teaching Credential clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student

| SPED 407 - Caseload Management Practitioner's Notebook | SPED 406 - Case Study Project |
| SPED 405P - Mini-Conference and Self-evaluation | SPED 409 - Technology Portfolio Section |
| SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners | 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25 |
thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

### TPE 6: Developmentally Appropriate Teaching Practices

**Background information:** TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

**TPE 6A: Developmentally Appropriate Practices in Grades K-3**

**TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

**TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

### Teacher Performance Assessments (TPA)

- **TPA 1:** Subject Specific Pedagogy
- **TPA 2:** Designing Instruction
- **TPA 3:** Assessing Learning
- **TPA 4:** Culminating Teaching Experience

**Technology Skills Rubric**

| 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19 |

### SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners

### SPED 407 - Caseload Management Practitioner's Notebook

### SPED 406 - Case Study Project

### SPED 405P - Mini-Conference and Self-evaluation

### SPED 409 - Technology Portfolio Section

| 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |

### TPE 7: Teaching English Learners

Candidates for a Single Subject Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking.

### Teacher Performance Assessments (TPA)

- **TPA 1:** Subject Specific Pedagogy
- **TPA 2:** Designing Instruction
- **TPA 3:** Assessing Learning
- **TPA 4:** Culminating Teaching Experience

**Technology Skills Rubric**

| 1, 3, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19 |

### SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners

### SPED 407 - Caseload Management Practitioner's Notebook

### SPED 406 - Case Study Project

### SPED 405P - Mini-Conference and Self-evaluation

### SPED 409 - Technology Portfolio Section

| 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25 |
speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first language, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

<table>
<thead>
<tr>
<th>TPE 8: Learning about Students</th>
<th>Teacher Performance Assessments (TPA)</th>
<th>SPED 406 - Case Study Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for a Teaching Credential draw upon an understanding of</td>
<td>1, 2, 3, 4, 5, 9, 10, 12,</td>
<td>SPED 405P - Mini-Conference and Self-evaluation</td>
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<tr>
<td></td>
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<td>SPED 408 - Case Study: Understanding</td>
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<td></td>
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<td>9, 10, 11, 12, 13, 14,</td>
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</tbody>
</table>
patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

<table>
<thead>
<tr>
<th>TPE 9: Instructional Planning</th>
<th>Teacher Performance Assessments (TPA) 1: Subject Specific Pedagogy</th>
<th>Academic and Behavior Needs of Mild/Moderate Learners</th>
<th>15, 16, 17, 18, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content</td>
<td>2: Designing Instruction</td>
<td>SPED 407 - Caseload Management Practitioner's Notebook</td>
<td></td>
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<tr>
<td></td>
<td>3: Assessing Learning</td>
<td>SPED 406 - Case Study Project</td>
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<td></td>
<td>4: Culminating Teaching Experience</td>
<td>SPED 405P - Mini-Conference and Self-evaluation</td>
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<td></td>
<td>Technology Skills Rubric</td>
<td>SPED 409 - Technology Portfolio Section</td>
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</tbody>
</table>
to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

### TPE 10: Instructional Time
Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

<table>
<thead>
<tr>
<th>Teacher Performance Assessments (TPA) 4: Culminating Teaching Experience</th>
<th>2, 4, 5, 6, 7, 8, 14, 15, 16, 17, 18, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners</td>
<td>11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</td>
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</tbody>
</table>

### TPE 11: Social Environment
Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with

<table>
<thead>
<tr>
<th>Teacher Performance Assessments (TPA) 4: Culminating Teaching Experience</th>
<th>2, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19</th>
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</thead>
<tbody>
<tr>
<td>SPED 408 - Case Study: Understanding Academic and Behavior Needs of Mild/Moderate Learners</td>
<td>11, 12, 13, 14, 15, 16, 17, 18, 21, 24, 25</td>
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</table>
others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

<table>
<thead>
<tr>
<th>TPE 12: Professional, Legal, and Ethical Obligations</th>
<th>2, 3, 4, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19</th>
<th>Conference and Self-evaluation SPED 409 - Technology Portfolio Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.</td>
<td>TPE 13: Professional Growth</td>
<td>9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
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</tbody>
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| | | |
teaching, learning, and public education.

*California Commission on Teacher Credentialing Standards are available at the following link: (http://www.ctc.ca.gov/educator-prep/program-standards.html)

**ADVANCED PROGRAMS**

The University of La Verne has five advanced programs leading to State Licensure and has established key assessment in five areas including knowledge, planning, assessment, diversity, and technology. The chart below demonstrates the alignment among the state standards, key assessments, and candidate proficiencies.

<table>
<thead>
<tr>
<th>Unit Outcomes/Proficiencies</th>
<th>Educational Counseling</th>
<th>School Psychology</th>
<th>Administrative Services I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Key Assessments</td>
<td>State Standards*</td>
<td>Key Assessments</td>
</tr>
<tr>
<td>Knowledge. Candidates</td>
<td>Knowledge: Evidence of</td>
<td>2, 3, 4, 5, 6,</td>
<td>Knowledge: National</td>
</tr>
<tr>
<td>demonstrate the subject</td>
<td>Meeting Learning</td>
<td>11, 13, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 29, 31, 32</td>
<td>Praxis Exam</td>
</tr>
<tr>
<td>knowledge relevant to their</td>
<td>Outcomes (EMLO) &amp;</td>
<td></td>
<td>Planning: Student</td>
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<tr>
<td>field of study.</td>
<td>Fieldwork Evaluations</td>
<td></td>
<td>Portfolio Rubric</td>
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<tr>
<td></td>
<td>Planning:</td>
<td></td>
<td>Use of Assessments:</td>
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<tr>
<td></td>
<td>Comprehensive School</td>
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<td>Mock IEP &amp; Competency</td>
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<td></td>
<td>Counseling Program</td>
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<td>Assessment Report</td>
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<td>Evaluation</td>
<td></td>
<td>Diversity: Multicultural</td>
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<tr>
<td></td>
<td>Use of Assessments:</td>
<td></td>
<td>Learning Outcomes</td>
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<tr>
<td></td>
<td>Test Review Summary</td>
<td></td>
<td>Document</td>
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<tr>
<td></td>
<td>Diversity: Counseling</td>
<td></td>
<td>Technology:</td>
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<tr>
<td></td>
<td>Diverse Populations</td>
<td></td>
<td>Technological Data</td>
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<td></td>
<td>Assessment of Learning</td>
<td></td>
<td>Presentations</td>
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<td></td>
<td>Objectives</td>
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<td></td>
<td>Technology: Electronic</td>
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<td>Video Presentation</td>
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SPED 405P - Mini-Conference and Self-evaluation
SPED 409 - Technology Portfolio Section
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<tbody>
<tr>
<td>Collaboration. Candidates understand that collaboration and inclusion with colleagues, family and communities benefits the learning environment.</td>
<td>Planning: Comprehensive School Counseling Program Evaluation Diversity: Counseling Diverse Populations Assessment of Learning Objectives</td>
<td>3, 7, 8, 10, 12, 13, 14, 23, 27, 31, 32</td>
<td>Planning: Student Portfolio Rubric Diversity: Multicultural Learning Outcomes Document</td>
<td>3, 7, 8, 10, 12, 13, 14</td>
<td>Planning: School Program Plan and Budget Diversity: “Windows on Diversity” Research Paper</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10, 13, 15</td>
</tr>
<tr>
<td>Leadership. Candidates know the qualities, principles and styles of effective leadership and desire to make a positive impact on the learning environment.</td>
<td>Planning: Comprehensive School Counseling Program Evaluation Use of Assessments: Test Review Summary Diversity: Counseling</td>
<td>12, 13, 14, 16, 22, 23, 27, 28, 31, 32</td>
<td>Planning: Student Portfolio Rubric Use of Assessments: Mock IEP &amp; Competency Assessment Report Diversity: Multicultural Learning Outcomes</td>
<td>12, 13, 14, 16</td>
<td>Knowledge: Foundations of Leadership Examination Planning: School Program Plan and Budget Use of Assessments: Student Performance Improvement Plan</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</td>
</tr>
<tr>
<td>Assessment</td>
<td>Planning</td>
<td>Knowledge</td>
<td>Diversity</td>
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<td>Technology</td>
<td>Planning: Comprehensive School Counseling Program Evaluation</td>
<td>Technology: Electronic Video Presentation</td>
<td>Technology: Technology Skills Assessment</td>
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<td>1, 3, 7, 8, 12</td>
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<td>2, 4, 6, 7, 8, 9, 10, 11, 13, 15</td>
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</tbody>
</table>
Diversity. Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

*California Commission on Teacher Credentialing Standards are available at the following link: (http://www.ctc.ca.gov/educator-prep/program-standards.html)
## ADVANCED PROGRAMS (CONTINUED)

<table>
<thead>
<tr>
<th>Unit Outcomes/Proficiencies</th>
<th>Reading</th>
<th>Special Education II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge. Candidates demonstrate the subject knowledge relevant to their field of study.</strong></td>
<td>Knowledge: Reading Specialist Competency Exam Planning: Lesson Plan (Planning) Use of Assessments: Lesson Plan (Assessment) Diversity: Diversity in Reading Reflection Paper Technology: Persuasive Proposal Presentation</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td><strong>Vision of Learning. Candidates understand how students learn and can provide meaningful opportunities for intellectual, social and personal development.</strong></td>
<td>Knowledge: Reading Specialist Competency Exam Planning: Lesson Plan (Planning) Use of Assessments: Lesson Plan (Assessment) Diversity: Diversity in Reading Reflection Paper Technology: Persuasive Proposal Presentation</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td><strong>Collaboration. Candidates understand that collaboration and inclusion</strong></td>
<td>Planning: Lesson Plan (Planning) Diversity: Diversity in</td>
<td>1, 7, 12, 16, 17, 19</td>
</tr>
<tr>
<td>Professional codes of ethical conduct appropriate in the educational environment.</td>
<td>Exam</td>
<td>Practices Research Project</td>
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</tbody>
</table>

| Diversity. Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices | Diversity: Diversity in Reading Reflection Paper | 1, 5, 7, 8, 10, 15, 16, 19, 20 | Diversity: Inclusive Instruction Final Project | 1, 11, 12, 13, 14, 15, 18, 21, |
that foster high expectations for academic performance from all participants in all contexts.

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