

Thank you for the support of your credential candidates. www.caltpe.com focuses on the Teaching Performance Expectations (TPEs) identified by the State of California as the strategies effective teachers implement. All academic work done by credential candidates centers around one or more of the Teaching Performance Expectations. This website is designed to facilitate your informal support.

The challenge is to assist new teachers in noticing when the TPEs are happening in every lesson, adding the academic language to label classroom events. You and the candidate will receive an email each Monday with activities and questions about classroom life. The entry for each day shows a unique facet of that particular TPE. Emphasis is placed on examples to include language learners, children with other instructional challenges, the use of technology and RICA preparation.

We appreciate your assistance in increasing the frequency of the TPE conversation.

**Site
Mentor
Welcome**

www.caltpe.com

When you log on to the site you will find a link to the full language of the Teaching Performance Expectations

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RICA Domain IV: Vocabulary, academic language, and background knowledge</p> <p>Thinking of your language learners, how will you model new vocabulary today, engage them in acting out the words and then provide the opportunity for all students demonstrate meaning?</p>	<p>"Who can tell me..." limits thinking. Multiple response strategies provide every child the opportunity to answer every question. Phrasing makes the difference. "Tell your partner..." "Using your white board, show..."</p>	<p>What is the expected student outcome to be produced by every learner in your first lesson today? How will you know what each child accomplished? How will each child describe the learning? The completion of a worksheet is not an expected outcome. The outcome is the implementation of a concept.</p>	<p>Give every student a sticky note. Ask each person to write an example of what new learning resulted from your lesson and post it on the classroom door when exiting.</p>	<p>When one student volunteers to answer every question, others begin to either rely on that learner or give up wanting to participate. Sometimes it works to use that child to call on other volunteers.</p>