Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	San Diego State University (Mesa Campus)	Program	PRELIMINARY MULTIPLE SUBJECT
Date of Review	November 2025		
Link to Submission	San Diego State University		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response to the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	3, 4, 5, 6

Standards Requiring More Information	**Comment from Program Reviewers**	**Response from Program**
Standard 1: Program Design and Curriculum	More clarity and evidence is needed regarding the design of the integrated 4-year program mentioned in the program description.	Updates were made to the MS Summary.docx and highlighted in yellow.
Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs)	More clarity is needed regarding where the TPEs are assessed in the program. Ensure that links to evidence are working and link to the appropriate evidence for the TPE.	See links below

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 3: Clinical Practice A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors	Met	
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Met	
Standard 5: Implementation of a Teaching Performance Assessment A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support	Met	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
C. Assessor Qualifications, Training, and Scoring		
Standard 6: Induction Development Plan	Met	

Preliminary General Education (Multiple and Single Subject)
Teaching Performance Expectations Matrix Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY
E: Evidenced/preliminarily aligned
(Blank): More evidence needed

General Teaching Performance Expectations	I	P	A
1. Engaging and Supporting All Students in Learning. Beginning teachers:			
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	**E**	**E**	**TE 930 Case Study**

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	**E**	**SPED 450** Partnership with families	**TE 965** TPE rubric
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	**E**	**E**	**TE 923** Knowledge of Students
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	E	**TE 902** UDL Reflection	**DLE 915 A** MTSS Reflection
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	**TE 910A** Counting Collections	**TE 910A** Student Work Analysis	**TE 965** TPE rubric
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	**E**	**TE 910 B** Lesson Plan	**TE 965** TPE rubric
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	**TE 960** VAPA/PE Lesson Plan	**TE 960** VAPA/PE Lesson POP 1	**TE 961** Cross Discipline Lesson
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	**E**	**E**	**E**
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:			

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	**TE 902** Classroom Rules Reflection	**TE 902** Focus Student	**TE 965** TPE rubric
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	**E**	**E**	**E**
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	**TE 902** Guest speaker behavior and unmet needs	**TE 902** Weekly Morning Meetings	**TE 965** TPE rubric
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	**TE 902** Guest speaker Trauma Informed Care	**TE 902** UDL/ Trauma Practices Reflection	**TE 965** TPE rubric
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	**E**	**E**	**E**
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	**SPED 450** Partnership with families	**TE 960** Introduction Letter to Parents	**TE 902** Analyzing Teacher/ Student Interactions
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:			

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	**E**	**E**	**E**
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	**E**	**E**	**E**
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. *(See Subject- Specific Pedagogical Skills in Section 2 for reference)*	**TE 910 C** Science Talk, Video, and Analysis	**TE 910 A** Math Mock lesson adapting materials	**TE 965** Teach a VAPA & PE Lesson **(POP 1)** TPE rubric
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	**E**	**E**	**E**
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	**E**	**E**	**E**
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	**E**	**E**	**E**
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	**TE 960** Videos and online class assignments AI Tools	**TE 961** AI Group Work Activity	**E**

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	**DLE 915A** Global competence - 21st century pedagogy	**TE 930** Author/Multicultural Book Study	**E**
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:			
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	**E**	**E**	**E**
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	**E**	**SPED 450** Quiz understanding and supporting children with disabilities	**TE 923** Playpostit Quizzes on development throughout course
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	**TE 960** Curriculum Understanding Group project	**TE 930** Literacy Mini Unit Interdisciplinary	**TE 930** Literacy Mini Unit Interdisciplinary

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:	**E**	**TE 960** Unpacking Standards with a partner	**TE 930** Designing a Meaning Making Lesson
• appropriate use of instructional technology, including assistive technology; (*Note: Many of our partners want our candidates to limit the amount of technology in classroom, we are seeing a big shift)	**DLE 915A** Global competence - 21st century pedagogy	**TE 902** UDL Reflection	**TE 965** TPE rubric
• applying principles of UDL and MTSS;	**E**	**DLE 915 A** video and reflection Week 8- MTSS, UDL, Differentiation	**TE 930** UDL Content based MIni Unit
• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;	**E**	**TE 923** ELA Practice Commentary	**DLE 915A** Lesson Plan and ELD rubric
• appropriate modifications for students with disabilities in the general education classroom;	**E**	**E**	**E**
• opportunities for students to support each other in learning; and	**E**	**E**	**E**

• use of community resources and services as applicable.	**TE 902** Family and Community Engagement Video and response	**TE 902** Getting to Know Families	**TE 902** Cultural Plunge
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	**SPED 450** What is an IEP? Video	**SPED 450** Analyze the IEP checklist	**TE 961** Differentiate lesson for students with an IEP
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	**E**	**TE 960** Understanding the models of co-teaching	**TE 966** TPE rubric
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	**E**	**E**	**TE 910** Teaching Tasks ! & 2 counting collections and choral counting

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	**ED 451** Website analysis for Language and resources	**ED451** Create a Podcast	**TE 910 C** Science lesson with multiple modes of expression
5. Assessing Student Learning. Beginning teachers:			
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	**E**	**E**	**E**
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	**E**	**E**	**E**
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	**TE 920A** Self-reflection	**TE 923** Goal Setting for Students and Teachers **(p.3)**	**TE 966** TPE rubric
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	**SPED 450** Partnership with families	**TE 902** Cultural Plunge data analysis	**TE 965** TPE rubric **(gradebook/report cards)**

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	**SPED 450** Partnership with families	**TE 902** Focus Student Reflections	**TE 965** TPE rubric **(parent/ teacher conferences)**
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	**DLE 915A** CDE Video Reflections **(p. 6)**	**SPED 450** Case Study of a student with disabilities	**TE 966** TPE rubric
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	**TE 930 A** Literacy Screening	**DLE 915 A** ELD Rubric review	**DLE 915A** Lesson Plan and ELD rubric
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	**SPED 450** Steps in IEP Process/ Assessment	**SPED 450** Analyze the IEP checklist	**TE 961** Differentiate lesson for students with an IEP etc.
6. Developing as a Professional Educator. Beginning teachers:			
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	**E**	**E**	**E**

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	**E**	**E**	**E**
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	**E**	**E**	**E**
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	**E**	**E**	**E**
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	**E**	**E**	**E**
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	**E**	**E**	**E**
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	E	E	**TE 966** **TPE rubric** Discussion with supervisor

Teaching Performance Expectations: Part 2 – Subject-Specific TPEs

In the table below, programs were asked to provide the course(s) number/name in which the content of each subject-specific TPE and methodology is being covered; and to provide the name of the faculty member who teaches the course(s). Please use Y (Yes) to indicate that the requested information has been provided for each TPE and/or methodology. Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

Y: Evidenced was provided
(Blank): Evidence needed

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	E	E
English Language Development in Relation to Subject-Specific Pedagogy	E	E
Subject Specific Methodology		
Multiple Subject		
1. Teaching English Language Arts in a Multiple Subject Assignment	E	E
2. Teaching Mathematics in a Multiple Subject Assignment	E	E
3. Teaching History-Social Science in a Multiple Subject Assignment	E	E
4. Teaching Science in a Multiple Subject Assignment	E	E
5. Teaching Physical Education in a Multiple Subject Assignment	TE 961/TE 966	
6. Teaching Health Education in a Multiple Subject Assignment	E	E
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	TE 961/TE 966	
Single Subject	N/A	
1. Teaching English Language Arts in a Single Subject Assignment		
2. Teaching Mathematics in a Single Subject Assignment		
3. Teaching History-Social Science in a Single Subject Assignment		
4. Teaching Science in a Single Subject Assignment		
5. Teaching Physical Education in a Single Subject Assignment		
6. Teaching Art in a Single Subject Assignment		
7. Teaching Music in a Single Subject Assignment		
8. Teaching World Languages in a Single Subject Assignment		
9. Teaching Agriculture in a Single Subject Assignment		
10. Teaching Business in a Single Subject Assignment		

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
11. Teaching Health Science in a Single Subject Assignment		
12. Teaching Home Economics in a Single Subject Assignment		
13. Teaching Industrial and Technology Education in a Single Subject Assignment		
14. Teaching English Language Development in a Single Subject Assignment		