

TPE Program Progression Map — SDCC Multiple Subject — I = Introduce R = Reinforce M = Master

I = First exposure / conceptual introduction R = Applied & practiced in a new context M = Demonstrated independently / performance assessed

Course Sequence → ED 503 → ED 505 → EN 506 / ED 516 → Ed 501A → Ed 501B → Ed 547/548 + Ed 551/552 (concurrent final semester)

TPE / Element	Element Description	ED 503 Educational Psychology	ED 505 Curriculum & Instruction	EN 506 English Learners	ED 516 Inclusion & Exceptional Child	Ed 501A How to Teach Reading	Ed 501B Reading to Learn	Ed 547/548 Student Teaching	Ed 551/552 Seminar / Directed Teaching	IRM Status
TPE 1: Engaging and Supporting All Students in Learning										
TPE 1 Elem 1	Apply knowledge of students (prior experiences, SEL needs, funds of knowledge, cultural/language/socioeconomic backgrounds).	I	R	R	R	R	R	M	M	✓ I→R→M
TPE 1 Elem 2	Maintain ongoing communication with students and families.	—	I	—	—	R	R	M	M	✓ I→R→M
TPE 1 Elem 3	Connect subject matter to real-life contexts; provide active learning experiences.	I	R	R	—	R	R	M	M	✓ I→R→M
TPE 1 Elem 4	Use instructional strategies, resources, assistive technology including UDL and MTSS.	I	R	R	R	R	R	M	M	✓ I→R→M
TPE 1 Elem 5	Promote critical/creative thinking through inquiry, problem solving, reflection.	I	R	—	—	R	R	M	M	✓ I→R→M
TPE 1 Elem 6	Support EL language acquisition using ELD/SDAIE approaches.	—	I	R	—	R	R	M	M	✓ I→R→M
TPE 1 Elem 7	Incorporate visual and performing arts to access curriculum.	—	I	—	R	—	—	—	M	✓ I→R→M
TPE 1 Elem 8	Monitor student learning and adjust instruction while teaching.	I	R	—	—	R	R	M	M	✓ I→R→M
TPE 2: Creating and Maintaining Effective Environments for Student Learning										
TPE 2 Elem 1	Promote SEL growth; restorative justice; conflict resolution.	I	R	—	—	—	—	M	M	✓ I→R→M
TPE 2 Elem 2	Create culturally responsive, inclusive learning environments.	I	R	R	—	R	R	M	M	✓ I→R→M
TPE 2 Elem 3	Inclusive environments that are safe; address bullying/racism/sexism.	I	R	—	—	—	—	M	M	✓ I→R→M
TPE 2 Elem 4	Access resources for students with trauma, homelessness, foster care.	I	—	—	R	—	—	M	M	✓ I→R→M
TPE 2 Elem 5	Maintain high expectations with appropriate support.	I	R	—	R	—	—	M	M	✓ I→R→M

TPE 2 Elem 6	Establish clear expectations for classroom behavior, routines, norms.	I	R	—	—	—	—	M	M	✓ I→R→M
TPE 3: Understanding and Organizing Subject Matter for Student Learning										
TPE 3 Elem 1	Demonstrate knowledge of subject matter including CA State Standards.	I	R	R	—	R	R	M	M	✓ I→R→M
TPE 3 Elem 2	Organize curriculum; make accommodations/modifications.	I	R	R	R	R	R	M	M	✓ I→R→M
TPE 3 Elem 3	Plan, design, implement, monitor instruction using subject-specific pedagogy.	—	I	R	—	R	R	M	M	✓ I→R→M
TPE 3 Elem 4	Collaborate with educators; use multiple means of representing/engaging students.	—	—	I	—	—	—	R	M	✓ I→R→M
TPE 3 Elem 5	Adapt curriculum for academic language; support ELs and students with disabilities.	—	I	R	—	R	R	M	M	✓ I→R→M
TPE 3 Elem 6	Use resources and assistive technology for equitable access.	—	I	R	R	—	—	M	M	✓ I→R→M
TPE 3 Elem 7	Model and develop digital literacy; promote digital citizenship.	I	—	—	—	R	—	M	—	✓ I→R→M
TPE 3 Elem 8	Demonstrate knowledge of educational technology standards.	—	I	—	—	—	R	M	—	✓ I→R→M
TPE 4: Planning Instruction and Designing Learning Experiences for All Students										
TPE 4 Elem 1	Locate/apply info about student academic status, assessment data, language proficiency for planning.	I	R	R	—	R	R	M	M	✓ I→R→M
TPE 4 Elem 2	Apply knowledge of typical/atypical child development to instructional planning.	I	R	—	—	R	R	M	M	✓ I→R→M
TPE 4 Elem 3	Design instruction/assessment reflecting interconnectedness of content areas.	—	I	—	—	R	R	M	M	✓ I→R→M
TPE 4 Elem 4	Plan/monitor instruction using UDL, MTSS, assistive tech, culturally appropriate materials.	I	R	R	R	R	R	M	M	✓ I→R→M
TPE 4 Elem 5	Promote student success; assist with transition plans (IEP, IFSP, ITP, 504).	—	—	—	I	—	—	R	M	✓ I→R→M
TPE 4 Elem 6	Access resources through collaboration, co-teaching, coaching, networking.	—	I	—	—	—	—	R	M	✓ I→R→M

TPE 4 Elem 7	Plan instruction with communication strategies and activity modes.	—	I	R	—	R	R	M	M	✓ I→R→M
TPE 4 Elem 8	Use digital tools and learning technologies for technology-rich lessons.	—	I	—	—	R	—	—	M	✓ I→R→M
TPE 5: Assessing Student Learning										
TPE 5 Elem 1	Apply knowledge of assessment types to design assessments including rubrics.	I	R	—	—	R	R	M	M	✓ I→R→M
TPE 5 Elem 2	Collect and analyze assessment data from multiple measures to plan/modify instruction.	I	R	—	—	R	R	M	M	✓ I→R→M
TPE 5 Elem 3	Involve students in self-assessment; opportunities to revise work based on feedback.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 5 Elem 4	Use technology for assessment administration and data analysis.	—	I	—	—	R	—	—	M	✓ I→R→M
TPE 5 Elem 5	Use assessment information to assist students and families in understanding progress.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 5 Elem 6	Work with specialists to interpret assessment results for ELs and students with disabilities.	—	—	R	I	—	—	M	M	✓ I→R→M
TPE 5 Elem 7	Interpret EL assessment data; identify academic proficiency; use to plan instruction.	—	—	I	—	R	R	M	M	✓ I→R→M
TPE 5 Elem 8	Use IEP/504 assessment data to establish learning goals and differentiate instruction.	—	—	—	I	R	R	M	M	✓ I→R→M
TPE 6: Developing as a Professional Educator										
TPE 6 Elem 1	Reflect on own teaching practice and pedagogical knowledge.	—	I	—	—	—	—	R	M	✓ I→R→M
TPE 6 Elem 2	Recognize own values and biases; exhibit positive dispositions toward all students.	—	I	—	—	—	—	R	M	✓ I→R→M
TPE 6 Elem 3	Establish professional learning goals; improve practice through inquiry with colleagues.	—	I	—	—	—	—	R	M	✓ I→R→M
TPE 6 Elem 4	Communicate effectively with peers, families, and school community.	—	I	—	—	—	—	R	M	✓ I→R→M
TPE 6 Elem 5	Demonstrate professional responsibility; model ethical conduct.	—	I	—	—	—	—	R	M	✓ I→R→M

TPE 6 Elem 6	Enact professional roles as mandated reporters; comply with all laws.	—	I	—	—	—	—	R	M	✓ I→R→M
TPE 6 Elem 7	Critically analyze history and governance of CA public education.	—	—	I	—	—	—	R	M	✓ I→R→M
TPE 7: Effective Literacy Instruction for All Students										
TPE 7 Elem 1	Plan/implement evidence-based literacy instruction grounded in CA ELA/ELD Framework.	—	—	R	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 2	Evidence-based literacy instruction grounded in UDL, MTSS, CA Dyslexia Guidelines.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 3	Incorporate asset-based, culturally/linguistically affirming practices in literacy.	—	—	I	—	R	R	M	M	✓ I→R→M
TPE 7 Elem 4	Provide active, motivating literacy instruction responsive to students' age/development.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 5	Foundational Skills: print concepts, phonological awareness, phonics, fluency, decodable text.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 6	Meaning Making: complex texts, questioning, discussion for comprehension.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 7	Language Development: vocabulary, grammar, academic language, translanguaging.	—	—	I	—	R	R	M	M	✓ I→R→M
TPE 7 Elem 8	Effective Expression: writing, discussion, language conventions across genres.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 9	Content Knowledge: discipline-specific literacy; digital literacy; digital citizenship.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 10	Monitor literacy progress; dyslexia screening; collaborate for assessment; referrals.	—	—	—	—	I	R	M	M	✓ I→R→M
TPE 7 Elem 11	Provide ELD instruction for ELs; integrated and designated ELD.	—	—	I	—	R	R	M	M	✓ I→R→M

Color Key:

I Introduce	R Reinforce	M Master	Not addressed	
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