

**Preparing Single-Subject Academic Teachers for a
Linked Learning High School Environment
(Prepared by ConnectEd and San Diego State University)**

Philosophy and Core Proficiencies (*Cross-walked to SB 2042 CA Teacher Preparation Expectations**)

Overarching Goal: To prepare teachers who empower students to be successful in the full range of postsecondary options and life

I. Philosophy

Teachers will understand, appreciate, and operationalize the following in their professional practice:

- Equity (TPEs 4, 5, 6, & 7) **
- Diversity (TPEs 7 & 11)
- Intra-disciplinary and inter-disciplinary cooperation and collaboration
- Innovation
- Industry and postsecondary education partnerships
- Focus on learning vs. focus on teaching (TPEs 2, 3, 4, 5, & 8)
- Willingness and ability to assume leadership roles (TPE 12)
- Importance of a personalized learning environment where each student is known well by adults and his/her learning needs are known and supported (TPEs 8 & 11)
- Ongoing professional learning, including industry specific orientation (TPE 13)
- Responsible, ethical, and legal conduct (TPE 12)

II. Core Areas of Proficiency

Teachers will demonstrate *content knowledge* related to

- Disciplinary academic standards (TPEs 1 & 9)
- The structure and goals of Career Technical Education standards
- Information management and technology
- Collaborative classroom structure and operations
- Work-based learning approaches
- Career exposure and development

Teachers will be able to design curricula that

- Reflect interdisciplinary/integrated problem- and project-based structure and content
- Meet the California "a-g" requirements with respect to course structure and content (TPEs 1 & 9)
- Address state academic and CTE standards (TPEs 1 & 9)
- Incorporate skills from the SCANS Report

Teachers will practice pedagogy that

- Incorporates industry-based applications
- Reflects a student-centered teaching approach (TPE 2, 4, 5, 6, 7, & 8)
- Emphasizes integrated problem-/project-based learning
- Includes differentiated instruction (TPEs 4, 5, 6, & 7)
- Demonstrates a research-based instructional model
- Utilizes information provided by formative and summative assessments (TPEs 3 & 8)
- Enhances effective use of instructional time (TPE 10)

* Knowledge and skills that do not cross-walk to California's SB2042 TPEs are unique to teaching in a Linked Learning environment or are not explicitly identified in current SB2042 TPEs.

** Parentheses show Teacher Preparation Expectations (TPEs) within SB 2042 Standards for Teacher Preparation for each of the Linked Learning elements listed.