Demonstrating Alignment with Program Standard 7 and TPE 7:
Effective Literacy Instruction
Yellow Cohort Institutions (2026-27 site visits)

Program Standard 7 and the associated TPE 7 became effective on July 1, 2024 and should be fully implemented by institutions at this time. Institutions in the Yellow Cohort that offer Preliminary Multiple Subject, Single Subject, Education Specialist, and/or PK-3 ECE programs, will be subject to findings on Standard 7 and will have to demonstrate that programs address all elements of TPE 7 for their fall 2026 or spring 2027 site visits. Institutions in the Yellow Cohort will have completed literacy certification in spring or summer 2025. It is the intent of the Commission to honor the tremendous work that went into the literacy certification process by institutions and reviewers and, for the Yellow Cohort in particular. The information submitted and reviewed in literacy certification is recent and therefore, the results will be considered as evidence toward meeting the relevant parts of the standard.

With this in mind, the Commission has identified documentation that must be included for the site visit to demonstrate alignment with the *entire* literacy instruction standard and associated TPE, not just those pieces measured during the literacy certification process.

Programmatic documentation submitted for literacy certification will need to be augmented and/or updated so site visit review teams may assess the effective implementation of the standard and TPE as part of their findings for the visit. Below is information on what documentation needs to be submitted or updated prior to the site visit.

1) **An updated TPE 7 matrix.** Programs should use the matrix that was completed and submitted for literacy certification. Include on your institution's accreditation webpage the URL for your literacy certification webpage submission that includes your TPE 7 submission. Please make the following updates to your TPE 7 matrix, as applicable.

   a. Update any aspects of the TPE elements submitted for literacy certification that the program has changed since being certified by the Commission. Please indicate in some way so that reviewers know what aspects have changed. A narrative explanation is also allowable.

   b. Augment the matrix to include the TPE 7 elements not asked for in literacy certification. These are indicated in the chart included in this document.

   The table on the following pages shows where information has already been provided in the matrix for each program type for literacy certification, which TPE elements were partially demonstrated in literacy certification, and which TPE

elements were not asked for in literacy certification but will need to be added for the site visit.

2) **Submission of Response to Program Standard 7 prompt.** The prompt below is a broad statement discussing the program's approach and implementation of the Literacy Standard. Please note that the prompt is an overarching statement and not a request to respond to every sentence in the standard; however, reviewers will need to determine whether the program meets all aspects of the standard during the site visit. This will be determined by examining the response along with all syllabi for literacy coursework, taking into account the literacy certification results, clinical practice information, interviews with constituents, and available data.

Please respond to the following Program Standard 7 Prompt
Acknowledging that there is a great deal of overlap between the language of the standard and the TPEs - and that the TPE matrix provides detailed information about where those competencies are introduced, practiced, and assessed within the program - there are key components of the standard that are not represented in the TPEs. Examples of these key components include the importance of concurrent instruction in the literacy themes, creating environments that promote students' autonomy in learning that include providing choices and guiding student self-assessment and goal-setting, teaching foundational skills to multilingual and English learner students while simultaneously developing oral English language proficiency and literacy skills in an additional language, collaboration of educators across disciplines, and how candidates adapt, differentiate, and accommodate instruction to provide access for all students.

In thinking of the standard as the critical thinking, connective tissue of the TPEs, provide a narrative of not more than 2-3 pages that describes/illustrates the program's overall approach to literacy instruction.

Timeline for documentation
This information must be uploaded to your accreditation website not less than 60 days prior to the site visit so that the site visit team will have time to review, ask questions, if needed, and otherwise prepare for the site visit.

Process for Site Visit Review
The site visit team will be responsible for reviewing the new and augmented information to determine whether the program is aligned to Program Standard 7. Reviewers will need access to the literacy certification webpage with the updated and augmented TPE matrix and the program standard prompt response.

The accreditation site visit team will review the documentation and conduct interviews to reach a finding on Standard 7 as it will with all of the standards and TPEs. It is possible that a site visit team may find Standard 7 met with concerns or not met if it determines that the

standard is less than fully addressed or implemented, *even if the program received literacy certification approval*. It is important to note that reviewers will be instructed to understand all that went into literacy certification, to not duplicate the effort that went into the review process or make the institution duplicate effort, but rather to focus most closely on the areas that were not included in literacy certification, changes in the program, as well as the effective implementation of the standard. That said, the review team has the responsibility to determine the finding on all standards in their entirety.

An important note about timing of webpage changes
Please do not change your literacy certification website until your program has gone forward to the full Commission for literacy certification. The Commission does not want to risk breaking links or otherwise disturbing your webpages until the literacy certification process has been completed and formally approved by the Commission as the URL for these websites is included in the agenda items as part of the public record. We encourage you, however, to begin to identify what documents you would need to upload for the accreditation site visit so that once the Commission takes action, you can add any additional information necessary.

Literacy Certification Information for Institutions with 2026-27 Site Visits:
TPE 7 Elements Demonstrated in Literacy Certification and Areas Still in Need of Documentation

Yellow highlighting – Represents elements of the TPE for which programs were required to provide specific evidence during literacy certification. Site visit reviewers are tasked with ensuring that these TPEs are being implemented in the program.

Turquoise highlighting – Represents elements of the TPE for which programs were less directly required to provide evidence during literacy certification. Programs should provide additional information on these TPE elements. Programs may augment what was provided for literacy certification to more fully and directly address the TPE.

Non highlighted – Represents elements of the TPE that were not addressed in literacy certification. Programs must provide specific information on where these are occurring in their program.

Information presented by the program on all TPE 7 elements (whether in literacy certification or augmented for the site visit) will be subject to confirmation at the site visit, whether through interviews, evidence review, or other method.

TPE	Language of TPE Element	Note on How/If Included in Literacy Certification	What Institution Needs to Provide for Site Visit
Preliminary MS, Education Specialist MMSN/ESN			
7.1	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	Literacy Certification response 2.7	Program may, but does not have to, augment TPE 7 matrix to include additional information on where this concept is introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A).
7.2	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

TPE	Language of TPE Element	Note on How/If Included in Literacy Certification	What Institution Needs to Provide for Site Visit
	definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).		
7.3	Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Not specifically asked for in literacy certification. In literacy certification, reviewers conducted an overall review of the program and made findings – see 7a, 7c, 7d of feedback sheet.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
7.4	Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	Not specifically addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
7.5	Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody	Table 3.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

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	(expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.		
7.6	**Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
7.7	**Language Development**. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
7.8	**Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage	Table 4.1	No further documentation required unless

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	students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.		programmatic changes that impact this TPE were made by the program since literacy certification approval.
7.9	**Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.	Not addressed in literacy certification specifically.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
7.10	Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

TPE	Language of TPE Element	Note on How/If Included in Literacy Certification	What Institution Needs to Provide for Site Visit
	students.9 If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.		
7.11	Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Addressed in 2.7 partially.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
Education Specialist Programs: MMSN and ESN Only (In addition to those above)			
MM/EX 7.1	Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development	Addressed in literacy certification.	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

TPE	Language of TPE Element	Note on How/If Included in Literacy Certification	What Institution Needs to Provide for Site Visit
MM/EX 7.2	Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services,(when) interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.	Highlighted part included in literacy certification matrix in section for MM/EX. Non highlighted part not included.	Include information on the unhighlighted section in the matrix. No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
MM/EX 7.3	Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	Highlighted part included in literacy certification matrix in section for MM/EX. Non highlighted part not included.	Include information on the unhighlighted section in the matrix. No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
MM/EX 7.4	Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
MM/EX 7.5	Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and

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	that integrates reading, writing, listening, and speaking in discipline specific ways.		assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
EX 7.6	Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
EX 7.7	Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.

Deaf and Hard of Hearing			
TPE	Language of the TPE Element	Note on How/If Included in Literacy Certification	What Institutions Need to Provide for Site Visits
DHH 7.1	Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts	Partially addressed in 2.7 (ELA/ELD)	Augment TPE 7 matrix with where these concepts are introduced, practiced, and

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	and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Infant/Toddler Curriculum Framework and California Preschool Curriculum Framework.		assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
DHH 7.2	Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
DHH 7.3	Incorporate asset-based pedagogies, inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.

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TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
DHH 7.4	Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
DHH 7.5	**Foundational Skills.** Develop students' skills in print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or through facial expressions and movement in ASL), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as	Table 3.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

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	they read and write increasingly complex disciplinary texts with comprehension and effective expression.		
DHH 7.6	**Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
DHH 7.7	**Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
DHH 7.8	**Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes,	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made

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	audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.		by the program since literacy certification approval.
DHH 7.9	**Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
DHH 7.10	Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties,	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since

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	<mark>including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. Understand how to appropriately assess and interpret results for English learner students. Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.</mark>		literacy certification approval.
DHH 7.11	Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Not specifically addressed in literacy certification.

ELD Standards partially addressed in 2.7. | Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly. |
| **DHH 7.12** | <mark>Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists</mark> | Table 5.1 | No further documentation required unless |

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	in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.		programmatic changes that impact this TPE were made by the program since literacy certification approval.
DHH 7.13	Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, coteaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
DHH 7.14	Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

	Visual Impairments		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
V.I. 7.1	Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Braille Reading Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations); the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Preschool Curriculum Framework and California Infant/Toddler Curriculum Framework.	Partially addressed in 2.7 (ELA/ELD).	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
V.I. 7.2	Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of visual impairments on language and literacy development; the California Guidelines for Programs Serving Students with Visual Impairments; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.3	Incorporate evidence-based asset-based pedagogies, inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum needs), and culturally	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and

	Visual Impairments		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of students' cultures, languages, dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.		assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
V.I. 7.4	Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media, and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low-vision and AAC devices, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
V.I. 7.5	**Foundational Skills.** Develop students' skills in print/braille concepts, including letters of the print and braille alphabets, including contracted braille; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance	Table 3.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

TPE	Language of the TPE Element	Note on How/If Included in Literacy Certification	What Institutions Need to Provide for Site Visits
	students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.		
V.I. 7.6	**Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, braille, digital, and oral/ tactile/symbolic), questioning, experiential multisensory and hands-on learning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.7	**Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, pragmatics as students read, listen, speak or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in experiential learning and in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.8	**Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions,	Table 4.1	No further documentation required unless programmatic changes that

	Visual Impairments		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.		impact this TPE were made by the program since literacy certification approval.
V.I. 7.9	**Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed, braille, and digital texts and multimedia, discussions, experiential multisensory and hands-on learning, experimentation, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
V.I. 7.10	Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic	Table 5.1	No further documentation required unless

Visual Impairments			
TPE	Language of the TPE Element	Note on How/If Included in Literacy Certification	What Institutions Need to Provide for Site Visits
	techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications. Understand how to appropriately assess and interpret results for English learner students. Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.		programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.11	Provide instruction in English language development (ELD) for students with visual impairments who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Provide ELD instruction that builds on students' cultural	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.

Visual Impairments			
TPE	Language of the TPE Element	Note on How/If Included in Literacy Certification	What Institutions Need to Provide for Site Visits
	and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.		
V.I. 7.12	Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.13	Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
V.I. 7.14	Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., tactile and pro-tactile	Table 5.1	No further documentation required unless programmatic changes that

Visual Impairments			
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	<mark>American Sign Language, voice output devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.</mark>		impact this TPE were made by the program since literacy certification approval.

	Early Childhood Special Education		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
ECSE 7.1	Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Infant/Toddler Curriculum Framework and Preschool Curriculum Framework.	Partially included in 2.7 (ELA/ELD)	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
ECSE 7.2	Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's MultiTiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children's disabilities on language and literacy development; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

	Early Childhood Special Education		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
ECSE 7.3	Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children's cultures, languages, dialects, communication needs, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
ECSE 7.4	Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated and self-directed activities; and imaginative and dramatic play.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.
ECSE 7.5	**Foundational Skills.** Develop children's foundational skills according to the standards and expectations specified for children's age and grade incorporating the accommodations and modifications needed to address children's identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children's skills in transitional kindergarten and kindergarten in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-	Table 3.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

	Early Childhood Special Education		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	sound, spelling-sound, and sound-symbol correspondences and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.		
ECSE 7.6	**Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
ECSE 7.7	**Language Development.** Promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Promote children's language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children's	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

Early Childhood Special Education			
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.		
ECSE 7.8	**Effective Expression.** Develop children's effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children's use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children's fluency in handwriting or use of graphic symbols.	Table 4.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
ECSE 7.9	**Content Knowledge.** Promote children's content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children's interests.	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.

Early Childhood Special Education			
TPE	Language of the TPE Element	Note on How/If Included in Literacy Certification	What Institutions Need to Provide for Site Visits
	Promote digital literacy and the use of educational technology safely and responsibly.		
ECSE 7.10	Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine children's literacy profiles; identify potential reading and writing difficulties, including children's risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children's currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students.66 Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
ECSE 7.11	Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of	Not addressed in literacy certification.	Augment TPE 7 matrix with where these concepts are introduced, practiced, and assessed with links to evidence (no more than 4 for each I, P, or A). Please ensure all elements are addressed explicitly.

		Early Childhood Special Education		
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
	English language proficiency, prior educational experiences, and strengths and needs related to children's currently identified disabilities. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.		
ECSE 7.12	Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.
ECSE 7.13	Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.

Early Childhood Special Education			
TPE	**Language of the TPE Element**	**Note on How/If Included in Literacy Certification**	**What Institutions Need to Provide for Site Visits**
ECSE 7.14	Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.	Table 5.1	No further documentation required unless programmatic changes that impact this TPE were made by the program since literacy certification approval.