

**Appendix C**  
**Literacy Instruction Certification**  
**Teaching Performance Expectations (TPEs)**  
**Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive Support Needs**

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).** Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

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| <b>7.5/U7.5 Foundational Skills.</b> Develop students' skills in the following: | <b>Introduce</b><br>Consider as a Resource   |
| a. print concepts, including letters of the alphabet                            | <b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br>Lesson: Print Concepts   |
| b. phonological awareness, including phonemic awareness                         | <b>Multilingual/English Learners and Dyslexia</b><br>Lesson 3: Language Differences<br>Lesson 4: Learning to Read in English<br>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners<br><br><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br>Lesson Phonological Awareness |

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| <p><b>7.5/U7.5 Foundational Skills.</b> Develop students’ skills in the following:</p>   | <p style="text-align: center;"><b>Introduce</b><br/>Consider as a Resource</p>   |
| <p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p>              | <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 4: Learning to Read in English<br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Decoding and Word recognition</p>                                    |
| <p>d. decoding and encoding, including morphological awareness</p>   | <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 3: Language Differences<br/>Lesson 4: Learning to Read in English<br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Decoding and Word recognition</p> |
| <p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p>                     | <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Fluency</p>   |
| <p>f. instruction that is structured and organized as well as direct, systematic, and explicit</p>                                       | <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Structured Literacy</p>   |
| <p>g. connected, decodable text</p>  | <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Decoding and Word recognition</p>   |
| <p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p> | <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lessons Fluency, Morphology, Semantics and Syntax</p>  |

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| <b>7.5/U7.5 Foundational Skills.</b> Develop students’ skills in the following:  | <b>Introduce</b><br>Consider as a Resource   |
| i. 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. | <b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br>Lesson Structured Literacy and Multicomponent Approaches |

**Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.**

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

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|--|---|
|  | <b>Introduce</b><br>Consider as a Resource  |
| <b>7.6/U7.6 Meaning Making.</b> 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. | <b>Multilingual/English Learners and Dyslexia</b><br>Lesson 4: Learning to Read in English<br>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners |
| 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.   |   |

|   | <b>Introduce</b><br>Consider as a Resource  |
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| <b>7.7/U7.7 Language Development.</b> 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.                 | <b>Multilingual/English Learners and Dyslexia</b><br>Lesson 3: Language Differences<br>Lesson 4: Learning to Read in English<br>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners |
| 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.   | <b>Multilingual/English Learners and Dyslexia</b><br>Lesson 3: Language Differences<br>Lesson 4: Learning to Read in English<br>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners |
| <b>7.8/U7.8 Effective Expression.</b> 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, 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.  |   |

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|  | <b>Introduce</b><br>Consider as a Resource |
| Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. |  |

**Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques**

**\*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

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|   | <b>Introduce</b><br>Consider as a Resource   |
| <b>TPE 7.2</b><br>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; | <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Introduction</p> |

|   | <p align="center"><b>Introduce</b><br/>Consider as a Resource</p>  |
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| <p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);</p>  | <p><b>Screening and Assessment for Dyslexia</b><br/>Lesson 5: Multi-Tiered Systems of Support<br/>Lesson 14: Does a Student Qualify for Additional Support Services<br/>Lesson 15: The Student Study/Student Success Team (SST)<br/>Lesson 16: Special Education<br/>Lesson 17: 504 Plans for General Education</p> <p><b>Dyslexia and the Brain</b><br/>Lesson 8: Double-Edged Sword of Labels</p> <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction and Dyslexia</b><br/>Lesson Introduction, Phonological Awareness, Decoding and Word Recognition, Fluency</p> |
| <p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of 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).</p> | <p><b>Introduction to Dyslexia</b><br/>Lesson 3: Defining Dyslexia<br/>Lesson 4: Identifying Dyslexia,<br/>Lesson 5: Understanding Dyslexia</p> <p><b>Dyslexia and the Brain</b><br/>Lesson 5: The Reading Brain is Built: Not Inborn<br/>Lesson 7: The Dyslexic Brain</p> <p><b>Screening and Assessment for Dyslexia</b><br/>Lesson 4: Dyslexia as a Particular Case</p> <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 4: Learning to Read in English<br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction</b><br/>Lesson Structure Literacy and Multicomponent Approaches</p>                         |

|   | <b>Introduce</b><br>Consider as a Resource   |
|---|--|
| <p><b>TPE 7.10</b><br/>Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>   | <p><b>Screening and Assessment for Dyslexia</b><br/>Lesson 11: Reading Assessments<br/>Lesson 12: Progress Monitoring</p> <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p> <p><b>Effective Foundational Literacy Skills Instruction</b><br/>Lessons Phonological Awareness, Decoding and Word Recognition, Fluency, Vocabulary</p> |
| <p>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.</p>   | <p><b>Introduction to Dyslexia</b><br/>Lesson 4: Identifying Dyslexia</p> <p><b>Dyslexia and the Brain</b><br/>Lesson 7: The Dyslexic Brain<br/>Lesson 8: Double-Edged Sword of Labels</p> <p><b>Screening and Assessment for Dyslexia</b><br/>Lesson 8: What Is Screening<br/>Lesson 9: Selecting a Dyslexia Screener</p>   |
| <p>Understand how to appropriately assess and interpret results for English learner students.</p>   | <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p>   |
| <p>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.</p> | <p><b>Screening and Assessment for Dyslexia</b><br/>Lesson 20: Understanding Parent and Family Perspectives<br/>Lesson 21: Supporting Parents and Families</p> <p><b>Multilingual/English Learners and Dyslexia</b><br/>Lesson 5: Effective Literacy Instruction for Multilingual/English Language Learners</p>  |