**Appendix D**

**Literacy Instruction Certification**

**Teaching Performance Expectations (TPEs)**

**Preliminary Education Specialist: Early Childhood Special Education**

## 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.

| **TPE 7.5Foundational Skills.**  | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\***  |
| --- | --- | --- | --- |
| 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 the following: |  |  |  |
| 1. print concepts, including letters of the alphabet
 |  |  |  |
| 1. phonological awareness, including phonemic awareness
 |  |  |  |
| 1. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness
 |  |  |  |
| 1. decoding and encoding
 |  |  |  |
| 1. 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.
 |  |  |  |

**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 can be seen explicitly (see Appendix B).**

|  | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\***  |
| --- | --- | --- | --- |
| **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. |  |  |  |
| **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 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. |  |  |  |
| **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 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 can be seen explicitly (see Appendix B).**

|  | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\*** |
| --- | --- | --- | --- |
| ***TPE 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; |  |  |  |
| 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 California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); |  |  |  |
| 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 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). |  |  |  |
| ***TPE 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. |  |  |  |
| 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. |  |  |  |

**\*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).**

|  | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\*** |
| --- | --- | --- | --- |
| **TPE 7.12**Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, 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. |  |  |  |
| **TPE 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. |  |  |  |
| **TPE 7.14**Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multipole 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. |  |  |  |