**Appendix E**

**Literacy Instruction Certification**

**Teaching Performance Expectations (TPEs)**

**Preliminary Education Specialist: Visual Impairments**

## 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.** Develop students’ skills in the following: | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\*** |
| --- | --- | --- | --- |
| 1. Print/braille concepts, including letters of the print and braille alphabets, including contracted braille |  |  |  |
| 1. phonological awareness, including phonemic awareness |  |  |  |
| 1. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences |  |  |  |
| 1. decoding and encoding; morphological awareness |  |  |  |
| 1. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) |  |  |  |
| 1. instruction that is structured and organized as well as direct, systematic, and explicit |  |  |  |
| 1. practice in connected, decodable text. |  |  |  |
| 1. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. |  |  |  |
| 1. 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. |  |  |  |

**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 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. |  |  |  |
| **TPE 7.7 Language Development**. Promote students’ language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and 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. |  |  |  |
| **TPE 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, 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. |  |  |  |

**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 grounded in an understanding of Universal Design for Learning; |  |  |  |
| Plan and implement evidence-based literacy instruction 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 grounded in an understanding of the impact of visual impairments on language and literacy development; |  |  |  |
| Plan and implement evidence-based literacy instruction grounded in an understanding of the *California Guidelines for Programs Serving Students with Visual Impairments*; |  |  |  |
| Plan and implement evidence-based 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). |  |  |  |
| ***TPE 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, including students’ risk for dyslexia, communication needs, and other literacy-related disabilities; |  |  |  |
| 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. |  |  |  |

**\*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, 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. |  |  |  |
| **TPE 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. |  |  |  |
| **TPE 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 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. |  |  |  |