

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

**NOTE:** Per an email with the SB 488 Literacy Certification Team on 9/10/25: “Yes, it would be acceptable to submit a new version of Appendix C with just the responses addressing the most recent feedback” All previous submissions of Appendix b and Appendix C continue to be posted on the NDNU CTC Accreditation website. To support reviewers in identifying remaining TPEs to be reviewed, we have highlighted those TPEs in yellow as well as identified the column with I (Introduce), P (Practice), A (Assess) based on the areas identified as “Not Met” in the 8.25.25 submission.

**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.

<b>7.5/U7.5 Foundational Skills.</b> Develop students’ skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
a. print concepts, including letters of the alphabet			
b. phonological awareness, including phonemic awareness			

<b>7.5/U7.5 Foundational Skills.</b> Develop students' skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences			
d. decoding and encoding, including morphological awareness			
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. connected, decodable text			
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.			
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.			

**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).**

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<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.			
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>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.			A: <a href="https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.ge15gjplm844">https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.ge15gjplm844</a>
Create environments that foster students' oral and written language development, including discipline-specific academic language.			A: <a href="https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.pp28rsnats0k">https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.pp28rsnats0k</a>

	<b>Introduce and Primary Coverage of Concepts</b>	<b>Opportunities to Practice</b>	<b>How Assessed</b>
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	<p><b>I:</b> Candidates will use the link below to preread the article and create guiding questions on how to enhance language development in creation of diverse print, oral, digital, and multimedia texts.</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.e4zjbxvytzkk">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.e4zjbxvytzkk</a></p>	<p><b>P:</b> Directions for creating a lesson plan to enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia text can be found at the link below</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.ntpr4jj03zc7">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.ntpr4jj03zc7</a></p>	<p><b>A:</b> Details of the assignment to assess candidates ability to enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts are found in the link below.</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.8haktq8czipr">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.8haktq8czipr</a></p>
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p><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.</p>			<p><b>A:</b> Using the directions provided on how to establish a Literature Circle to develop students' effective expression, candidates will set up Literature Circles in their classroom and document how this engages students in effective expression over a month of practice.</p> <p><a href="https://docs.google.com/document/d/1QFRu3Y8y6LzedD4U_gWsRc1wi84bAf1A/edit#bookmark=id.cly2t03rv2qe">https://docs.google.com/document/d/1QFRu3Y8y6LzedD4U_gWsRc1wi84bAf1A/edit#bookmark=id.cly2t03rv2qe</a></p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
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.		<p><b>P:</b> Candidates will complete an Iris module (link below leads to syllabus, then you need to click on the link in the syllabus to get to the module). Completing the module will provide candidates with practice in</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.ee6n7v9hgoo9">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.ee6n7v9hgoo9</a></p>	<p><b>A:</b> Using resources from the Iris module Candidates will design lessons for their students using different genres. Students will not only write, but will present topics orally. Peer editing and feedback is included.</p> <p>Link goes to syllabus; then click on link in syllabus to go to Iris Module..</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.ee6n7v9hgoo9">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.ee6n7v9hgoo9</a></p>

<p>Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.</p>	<p><b>I:</b> Candidates will preread the articles below. In class, candidates will brainstorm in groups responses to questions under media tasks in "<i>Amplifying Student Voices...</i>" Candidates will create a chart using media tasks to identify how their students are using keyboarding, technology, and multimedia as well as spelling, handwriting, grammar, punctuation, and capitalization. Candidates will identify which areas students need extra support in and plan how to provide that support.</p>	<p><b>A:</b> Using the activity practiced with a peer (based on article below), candidates will plan a lesson using those 3 different tools with their student. Candidates will create a 3 column rubric to evaluate the lesson by identifying how those 3 tools impacted their students' abilities in keyboarding efficiency, digital composition, fluency in spelling, writing and editing, multimodal literacy, and/or presentations.</p> <p>Article in <i>Keyboarding and Literacy</i>  <a href="https://www.learnin.g.com/blog/connecti-on-keyboarding-and-literacy/">https://www.learnin.g.com/blog/connecti-on-keyboarding-and-literacy/</a></p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>Click on the link to <i>Amplifying Student Voices</i>.. Below. That will take you to the syllabus where you can click on the link for the article.</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0UrwO5/edit#bookmark=id.vssfs85ed5kk">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0UrwO5/edit#bookmark=id.vssfs85ed5kk</a></p> <p>Click on the link to <i>Assistive Technology</i>.. below. That will take you to the syllabus where you can click on the link for the article</p> <p><a href="https://www.readingrockets.org/topics/assistive-technology/articles/assistive-technology-writing">https://www.readingrockets.org/topics/assistive-technology/articles/assistive-technology-writing</a></p>		



<p>Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>		<p><b>P:</b> Candidates will pre-read articles prior to class and come prepared to review and discuss how to plan lessons to teach young children letter formation and related language conventions. Candidates will also review the impact of visual discrimination (link in <i>Handwriting and Letter Formation</i> article) on letter recognition, capitalization, punctuation and decoding.</p> <p>Each candidate will work with a partner and use the letter formation chart to teach each other how to write 5 letters. Candidates will be given lists of misspelled words and samples of writing. They will practice proofreading and editing for capitalization, punctuation and analyze errors in spelling for decoding.</p>	<p><b>A:</b>Candidates will use the article below to create a rubric for language conventions including capitalization, punctuation, decoding, sentence structure and handwriting. They will collect 3 writing samples from their students and analyze using language conventions. They will also analyze the errors in spelling for decoding issues.</p> <p>Article: Writing Conventions Link goes to syllabus; then click on link in syllabus to go to article.</p> <p><a href="https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.cgul6bpvhc9">https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.cgul6bpvhc9</a></p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>Link goes to syllabus; there are links in the syllabus to 2 articles: <i>Letter Formation</i> and <i>Handwriting and Letter Formation</i>.</p> <p><a href="https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.gspr3hgsicov">https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.gspr3hgsicov</a></p>	

**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).**

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b><i>TPE 7.2</i></b> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;			
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);			
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).			
<b><i>TPE 7.10</i></b> 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 students.			

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
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.			

All **Preliminary Education Specialist: Mild to Moderate Support Needs** and **Extensive Support Needs** programs must complete the following **additional** tables as appropriate to the credential offered.

\*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).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>MM/EX 7.1</b> 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			
<b>MM/EX 7.2</b> Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.		<p><b>P:</b> The link below leads to the IEP Project with clarified directions on how candidates use assessment results to plan instruction including specific adaptations and modifications.</p> <p><a href="https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquugqtc3">https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquugqtc3</a></p>	<p><b>A:</b> A rubric is used to assess the IEP Project in 4 categories which are weighted as explained in [ ]: <u>Assessment Summary</u> [a foundational skill-strong data analysis is essential to all later steps]; <u>Present Levels of Performance</u> [core requirement for IEP development]; <u>Annual SMART</u></p>

		<p>The NDNU Lesson Plan Template indicates where candidates include <i>Instructional Strategies for All Students</i>. In addition, at the conclusion of the lesson plan template are 3 categories defining Instructional Strategies: <i>Scaffolding</i>, <i>Differentiation</i>, and <i>Adaptations</i></p> <p><a href="#">W NDNU Les...</a></p>	<p><u>IEP Goals</u> (aligned to CCSS) [most critical skill for IEP writing, shows ability to translate data into actionable goals]; <u>Lesson Plan with Modifications and/or Adaptations</u> [high-application skill demonstrates instructional planning and ability to support access]; <u>Presentation</u> important for communication and professionalism, but less central to mastery of IEP/teaching competencies</p> <p><a href="#">W EDU 4234 ...</a></p>
<p><b>MM/EX 7.3</b> Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom 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,</p>	<p><b>I:</b> EDU 4200 Program Management/EDU 4110 Special Education for the Classroom Teacher are taught as one course (SPED and</p>	<p><b>P:</b> During 2 semesters of clinical placements candidates are required to</p>	<p><b>A:</b> Evaluation of candidates meeting TPEs is completed during the 2 semesters of</p>

<p>incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.</p>	<p>GenEd candidates together) and provide an introduction to teaching students with special needs.</p> <p>Candidates are expected to complete a range of Iris modules throughout the semester including Accessing Inclusion Considerations for Students with Disabilities; the General Education Curriculum: Providing Instructional Supports; Reading Instruction</p> <p>Supplemental Resources Link  <a href="https://docs.google.com/document/d/1TC0N_EF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.bt3kkp9szyfx">https://docs.google.com/document/d/1TC0N_EF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.bt3kkp9szyfx</a></p> <p>Slides in the Modules listed below are part of the synchronous lecture at seminars as well as available to candidates in the course canvas shell. Note: links within the slides are active and</p>	<p>complete 1-3 observations of instruction or intervention with student(s) diagnosed with dyslexia or a reading discrepancy. Observation can be in their clinical placement or in another classroom in their school. Candidates complete the Clinical Observation form and bring it to the mid-term student.intern teaching seminar for discussion.</p> <p>MMSN Lesson Plan Template</p> <p><a href="#">W NDNU Les...</a></p> <p>ESN Lesson Plan Template</p> <p><a href="#">W ESN Syste...</a></p>	<p>student/intern teaching. Candidates are observed and evaluated by their district employed supervisor and university supervisor with the candidate participating in a 3-way conference at mid-term and end of each semester on all TPEs using the Evaluation of Candidate Effectiveness form. Evaluations during the first semester are considered formative. The evaluation done during the second/final semester is considered summative.</p> <p>The links below are to the beginning of</p>
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	<p>lead to a range of related information, videos and resources that can be used in day-to-day supplemental instruction and/or intensive interventions in literacy</p> <p>Module 3: Eligibility Categories: Matching Characteristics and Supports provides an initial overview/introduction to day-to-day supplemental instruction.</p> <p><a href="https://docs.google.com/document/d/1TC0NEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.jp1d8hiejsw5">https://docs.google.com/document/d/1TC0NEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.jp1d8hiejsw5</a></p> <p>Module 5: Teaching Reading is an introduction to the activating students background knowledge and the content standards.</p> <p><a href="https://docs.google.com/document/d/1TC0NEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.j5zmhbeqxhru">https://docs.google.com/document/d/1TC0NEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.j5zmhbeqxhru</a></p>	<p>Dyslexia Observation Form</p> <p><a href="#">W Dyslexia O...</a></p> <p>Candidates are expected to plan, teach, and be observed by their university supervisor teaching 1 lesson that provides supplemental instruction or intensive intervention for a student with Dyslexia or Reading Discrepancy during their 2 semesters of student/intern teaching.</p> <p>Dyslexia Lesson Observation Feedback Form</p> <p><a href="https://docs.google.com/document/d/11-kiiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit#boo">https://docs.google.com/document/d/11-kiiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit#boo</a></p>	<p>each forms starting with candidate and placement information and Criterion for Evaluation</p> <p>MMSN Evaluation of Candidate Effectiveness</p> <p><a href="#">W MMSN Ev...</a></p> <p>ESN Evaluation of Candidate Effectiveness</p> <p><a href="#">W ESN Evalu...</a></p> <p>The links below go directly to TPE 7.3 in each evaluation form - one for MMSN and one for ESN. Initial click goes to top of form, click on form to go to 7.3</p> <p><a href="#">W MMSN Ev...</a></p> <p><a href="#">W ESN Evalu...</a></p>
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	<p>Module 10: Intro to Assistive Technology including Augmentative and Alternative Communication (Slides 6-8) provides candidates with an introduction of how AAC/AT can support supplemental instruction. Slide 8 provides an active link to a slide show on AAC/AT and how teachers can use it support instruction.  <a href="https://docs.google.com/document/d/1TCONEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.6yyIhmwba5kt">https://docs.google.com/document/d/1TCONEF78ttvIHbZSMPH3yIV7KvxDCp_A/edit#bookmark=id.6yyIhmwba5kt</a></p> <p>EDU 4252 Core Curriculum Access for Students with Severe Disabilities provides background and suggestions for supplemental instruction and/or intensive intervention in literacy that can be used in multiple settings</p>	<p><a href="#">kmark=id.x3ptrk2c60df</a></p> <p>EDU 4252 Final Project</p> <p><b>W</b> EDU 4252 ...</p>	
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	<p>EDU 4252 Reading Instruction for Students with ESN Slides</p> <p><a href="https://drive.google.com/file/d/19_AW6LBuiA2ked0Xg7O-oK8JYsID-epj/view?usp=sharing">https://drive.google.com/file/d/19_AW6LBuiA2ked0Xg7O-oK8JYsID-epj/view?usp=sharing</a></p> <p>EDU 4252 Literacy Skills for Students with Complex Communication Needs Slides</p> <p><a href="https://drive.google.com/file/d/10764kKPnUAxNPhtU1EcZUCITJxgM-zRv/view?usp=sharing">https://drive.google.com/file/d/10764kKPnUAxNPhtU1EcZUCITJxgM-zRv/view?usp=sharing</a></p>		
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