

Appendix C
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Multiple Subject

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).**

Note to reader: Additions and revisions made in response to Phase III feedback are written and linked below in purple.

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
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<p>7.6/U7.6 Meaning Making.</p> <p>a. 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.</p>	<p>Meaning making is introduced in ED 230 through candidates' work with reading comprehension lessons. The selected reading comprehension lessons are complex literary and informational texts. Candidates analyze how the lessons scaffold students' engagement with these complex texts to support literal and inferential comprehension, including critical literacy. They also analyze the language demands of these texts and how the lesson integrates ELD and ELA instruction, as well as how the lessons can be enhanced to integrate History Social Science instruction.</p>	<p>In ED 231 residents discuss the importance of using complex text and engage in a demonstration of a close reading lesson that addresses both literal and inferential comprehension and supports students critical reading, listening, and speaking development. See evidence in slides 22-55 of this deck from ED 231.</p> <p style="text-align: center;"> ED 231M ED 231M ED 221 ED 224 ED 225 ED 232 </p>	<p>Candidates' teaching of meaning making is assessed in ED 231 in candidates' Reading Comprehension Lesson Cycle, in which they plan and enact a reading comprehension lesson using complex text, questioning, and discussion to develop students' literal and inferential comprehension, critical reading, listening, and speaking.</p> <p>Additionally, candidates' teaching of meaning making across disciplines is assessed in the ED 233 Science Methods course in Science Lesson Cycle Assignment, in the ED 230 Lesson Analysis (of a social studies lesson) and also in the ED 205 Task Analysis.</p> <p style="text-align: center;"> ED 231M ED 224 ED 225 ED 232 </p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>Candidates also read articles focused on content-literacy integration (see ED 230 syllabus reading from Vlach & Muhammad or texts from Cervetti in required ED 230 prework) and reading comprehension instruction which highlights both literal and inferential comprehension (see ED 231 syllabus readings from Shanahan and Reading Rockets). In the Effective Expression Module of ED 231, candidates read about how they can use disciplinary texts to support students' oral and written expression (see module 3 of ED 231 WestEd genre readings).</p> <p>ED 230 ED 231M ED 231M</p>		

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
b. 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.	<p>Engaging students in reading, writing, listening, and speaking and drawing evidence from texts, ask and answer questions, and support analysis is introduced in ED 230 as candidates analyze and enhance reading comprehension lessons that 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. See slides 34-70 of ED 230 presentation deck day 4 or slides 40-85 of ED 230 presentation deck day 3 and texts in the ED 230 lesson analysis.</p> <p>ED 230 ED 231M ED 231M</p>	<p>In ED 231 during session 4, candidates engage in and analyze a close reading lesson that engages students in reading, listening, speaking, writing, and viewing closely to draw evidence from text, ask and answer questions, and support analysis, reflection, and research. See this ED 231 slide deck starting on slide 31. They also view and analyze a close reading lesson in the primary grades (see slides 58-60 in the slide deck linked above).</p> <p>ED 231M ED 231M ED 221 ED 224 ED 225</p>	<p>7.6B is assessed in ED 231 in the Reading Comprehension Lesson Cycle, specifically in prompt J. Candidates plan and enact a lesson that engages students in reading, listening, speaking, writing and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p> <p>ED 231M ED 224 ED 225</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>7.7/U7.7 Language Development.</p> <p>a. 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.</p>	<p>ED 230 ED 230 ED 231M ED 231M ED 231M ED 205</p>	<p>Candidates practice this element in the ED 230 Lesson Analysis assignment. They analyze the receptive language demands of the text students work with in a reading comprehension lesson and analyze and enhance the integration of ELD and ELA standards in the lesson.</p> <p>In ED 231, candidates learn about, engage in, and practice with strategies for attending to and developing vocabulary knowledge through reading comprehension lessons. See slides 31-113 in this ED 231 deck.</p> <p>ED 231M ED 231M ED 231M ED 231M ED 205 ED 205 ED 224 ED 225</p>	<p>Residents are assessed in this TPE in ED 231 through the Reading Comprehension Lesson Cycle. Candidates analyze the language demands of the text students will be reading, identify the target ELD standard, and include supports and strategies to promote student language development during the comprehension lesson. The lesson incorporates activities in which students read, listen, speak, and write. This is also assessed in ED 205 in the Integrated ELD Task Analysis and Designated ELD Lesson Plan, both of which focus on developing students' oral and written expression..</p> <p>ED 231M ED 231M ED 205 ED 224 ED 225</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
b. Create environments that foster students' oral and written language development, including discipline-specific academic language.	ED 230 ED 231M ED 231M ED 205	ED 231M ED 231M ED 231M ED 205 ED 224 ED 225	ED 231M ED 231M ED 205 ED 224 ED 225

<p>c. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.</p>	<p>Residents are introduced to this TPE among the readings for sessions 5 and 6 of ED 231, the WestED Genre Cheat Sheets (see link to syllabus) and additionally in the reading and webinar on the Teaching and Learning Cycle (see link to syllabus). Both of these readings help residents unpack the language demands of different genres and introduce ways to support students' language development through instruction in oral and written expression. Additionally, in Resident Seminar (see link to ED 222 syllabus) residents engage with the ISTE standards which include readings and videos around 1.6 - creative communicator, in which students enhance language through expression with, for example, "Students choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication" (see link to ISTE resource</p>	<p>In Session 5 of ED 231 (see slides 13-33 in this deck), residents analyze an example lesson that supports language development by engaging students in the creation of print, oral, and artistic texts. They also analyze student writing samples to assess language development, identifying relevant evaluation criteria and next steps for instruction.</p> <p>Additionally, In ED 231, during session 6, candidates engage in and analyze videos of strategies that enhance language development in the creation of print and oral texts. They also practice analyzing students' writing to identify strengths, needs, next steps, and relevant strategies to support their expressive development. See slides 68-92 in this ED 231 session deck.</p> <p style="text-align: center;"> ED 222 ED 231M ED 231M ED 224 </p>	<p>In the ED 231 Effective Expression assignment residents are assessed in their ability to engage students in the creation of texts or oral expression. This is tied explicitly to language in the planning portion of the assignment, which is completed in the ED 205 Designated ELD Lesson Plan. Furthermore the ED 231 Effective Expression Case Study assesses resident ability to guide their students in creating texts.</p> <p>Additionally, as part of the technology toolkit assignment in ED 222, residents are assessed on their ability to select and analyze a technology tool and how it enhances language development and expression among students. (see link to technology toolkit assignment).</p> <p style="text-align: center;">ED 222</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>reviewed by residents).</p> <p>ED 230 ED 222 ED 231M</p>	<p>ED 225</p>	<p>ED 231M ED 224 ED 225</p>

<p>d. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p>ED 205 ED 230</p>	<p>Among the opportunities to practice inclusive linguistic pedagogies is Step 2 in the ED 205 Task Analysis in which residents are asked to surface and build on students' home languages and dialects in designing an instructional task. Additionally residents are required to respond to the prompt: "How does your task design honor students' home languages and cultural identities?"</p> <p>As part of all lesson cycles in the ED 231 course, residents are required to describe student assets, including linguistic assets. See for example ED 231 Reading Comprehension Lesson Cycle.</p> <p>ED 231M ED 210 ED 205</p>	<p>Resident instruction that utilizes students' linguistic repertoires is primarily evaluated through the ED 205 Focus Strategies Assignment. In this assignment, residents analyze and teach four different strategies at least four times across the length of the fall course (August-December), explaining how it supports and builds upon students' linguistic resources. At each teaching event residents draw evidence from their teaching to demonstrate how they leverage students' existing linguistic repertoires.</p> <p>ED 231M 231E ED 224 ED 225</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		ED 224 ED 225 ED 232 ED 232	
7.8/U7.8 Effective Expression. a. 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.	ED 231M ED 205 ED 205	ED 231M ED 205 ED 224 ED 225 ED 232	ED 231M ED 205 ED 224 ED 225 ED 232

<p>b. 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>	<p>To introduce residents to how to guide students through the writing process—including planning, drafting, providing and incorporating feedback, revising, and producing final written presentations—the ED 231 course introduces students to a structured writing comprehension module from Reading Rockets (see linked in syllabus at this link). This Reading Rockets module emphasizes peer editing and revision based on teacher feedback, ensuring that students engage with the essential stages of writing across various genres.</p>	<p>Slides 92-108 in this ED 231 session deck (notice particularly slides 95 and 101) demonstrate how residents practice the writing process, seeing and analyzing videos of writing instruction, and considering how the teaching and learning cycle for constructing writing, including revision and revising with feedback, supports students’ in learning how to plan, provide feedback, revise, edit and produce their own writing and oral presentations. .</p> <p>ED 231M ED 224 ED 225</p>	<p>The ED 231 Reading Guide 5 is a required assignment that residents must complete and pass. It includes a post test score from the Reading Rockets module involving feedback in writing. It also includes the required questions:</p> <p>“In what ways do peer editing and revising from feedback play a crucial role in enhancing student writing development across all genres?</p> <p>Why is it important to plan carefully to design opportunities for peer feedback in the writing process?”</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>The importance of revision peer and teacher feedback is reinforced in Module 3 of the ED 231 syllabus, where students read or watch a webinar about the <i>Teaching and Learning Cycle</i> (see link to syllabus).</p> <p>ED 231M ED 205</p>		<p>In the ED 231 Effective Expression Case Study, residents are also assessed in their teaching of expression. Residents analyze a case study student's opinion writing and plan a lesson to address one of the student's needs. As part of the lesson, they need to include peer feedback and revision tied to the lesson's evaluation criteria.</p> <p>ED 231M ED 224 ED 225</p>

<p>c. 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><u>ED 222</u> <u>ED 231M</u></p>	<p>In the spring seminar course, residents analyze and discuss the <u>ISTE standards</u>, including 1.6 Creative Communicator which includes resources and a video around use of technology to support writing and presentations. Furthermore, they consider and discuss wise and responsible uses of technology in their classrooms (see for example slides 29-42 in <u>Seminar 4 deck</u>).</p> <p>Slides 97, 99, 101 in <u>this ED 231 session deck</u> involve discussion of technology and multimedia for enhancing writing.</p> <p><u>ED 222</u> <u>ED 231M</u> <u>ED 224</u> <u>ED 225</u></p>	<p>As part of the technology toolkit assignment in ED 222, residents are assessed on their ability to select and analyze a technology tool and how it improves, informs, or enhances student creation of written work and multimedia presentations (see <u>link to technology toolkit assignment</u>).</p> <p>The <u>ED 231 Language Conventions Case Study</u> assesses resident ability to develop student spelling, handwriting, and language conventions.</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
d. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	ED 230 ED 231M ED 231M	<p>Among the ways Alder residents practice letter formation and related conventions and concepts are in ED 231 Reading Guide 1 and also in class sessions (see for example slides 34-37 in this ED 231 deck).</p> <p> ED 231M ED 231M ED 224 </p>	<p>Alder residents are assessed in this TPE through an ED 231 case study around Print Concepts (see Print Concepts Case Study), which includes practice with letter formation, capitalization, and related skills. Additionally the ED 231 Language Conventions Case Study assesses resident capacity to design learning experiences in this area.</p> <p> ED 231M ED 231M ED 224 </p>