



Teaching Performance Expectations (TPEs) Map: VI

TPE Elements Addressed in EdSp CalTPA VI Math Cycle

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7
Element 2	Element 1	Element 4	Element 2	Element 1	Element 2	Element 9
Element 4	Element 2	Element 5	Element 3	Element 2	Element 4	Element 11
Element 5	Element 4	Element 6	Element 5	Element 3		
Element 6	Element 5	Element 7	Element 6	Element 4		
Element 7	Element 6	Element 8	Element 7	Element 5		
Element 8	Element 10	Element 9	Element 9	Element 12		
Element 9	Element 11	Element 10	Element 10	Element 13		
	Element 12	Element 11	Element 11	Element 18		
		Element 12	Element 13	Element 19		
		Element 13	Element 20			

TPE Elements Addressed in EdSp CalTPA VI Literacy Cycle

TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6	TPE 7
Element 1	Element 1	Element 5	Element 6	Element 1	Element 10	Element 1
Element 2	Element 2	Element 6	Element 7	Element 2		Element 2
Element 4	Element 4	Element 7	Element 12	Element 3		Element 3
Element 5		Element 8	Element 26	Element 4		Element 4
Element 6		Element 9		Element 5		Element 5
Element 8		Element 10		Element 6		Element 10
		Element 11		Element 7		Element 11
		Element 12		Element 8		Element 13
				Element 9		Candidate Choice of Elements 6–9
				Element 10		
				Element 12		
				Element 13		
				Element 17		
				Element 19		



Preliminary Education Specialist, Visual Impairments (VI): Teaching Performance Expectations¹ by Cycle

TPE 1: Engaging and Supporting Students in Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services.	No	Yes
2. Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).	Yes	Yes
3. Use alternate visual and nonvisual strategies to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.	No	No
4. Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.	Yes	Yes
5. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.	Yes	Yes
6. Instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.	Yes	Yes
7. Collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals to support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of Preliminary Education Specialist Program Standards and TPEs 102 individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) including learners with co-occurring disabilities (including autism and deaf blindness).	Yes	No
8. Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.	Yes	Yes
9. Adapt mainstream technology software/hardware including adjusting visual and auditory output based on individual characteristics.	Yes	No

¹ <https://docs.ctc.ca.gov/Document/Download/30336>



TPE 1: Engaging and Supporting Students in Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
10. Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.	No	No

TPE 2: Creating and Maintaining Effective Environments for Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).	Yes	Yes
2. Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.	Yes	Yes
3. Identify unique issues specific to visual impairment for accessing digital multimedia and virtual built environments such as software programs, websites, and virtual classrooms.	No	No
4. Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouse less computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.	Yes	Yes
5. Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).	Yes	No
6. Evaluate social interaction skills and design behavior management strategies appropriate for learners with visual impairments to maximize positive social engagement/interaction across all environments.	Yes	No
7. Teach and support students with visual impairments' skills in using human guide, spatial orientation and self-familiarization within school environments, protective techniques for safe travel across classroom and school campus environments.	No	No
8. Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.	No	No



TPE 2: Creating and Maintaining Effective Environments for Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
9. Teach students with visual impairment nonvisual and alternate strategies for promoting digital citizenship and secure online practices.	No	No
10. Communicate with technology, web, and curriculum developers and IT staff on accessibility needs of learners with visual impairments.	Yes	No
11. Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).	Yes	No
12. Structure and supervise the activities of para-educators who support students with visual impairments.	Yes	No



TPE 3: Understanding and Organizing Subject Matter for Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.	No	No
2. Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.	No	No
3. Demonstrate basic proficiency in reading, writing, proofreading, and interlining music, foreign language, and computer braille code.	No	No
4. Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.	Yes	No
5. Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency.	Yes	Yes
6. Develop, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	Yes	Yes
7. Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.	Yes	Yes
8. Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.	Yes	Yes
9. Identify the individual needs of the full range of learners and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).	Yes	Yes
10. Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.	Yes	Yes
11. Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.	Yes	Yes
12. Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.	Yes	Yes
13. Collaborate with the educational team to promote literacy and STEAM development.	Yes	No



TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and including those with co-occurring disabilities (including autism and Deaf-Blindness), and their families.	No	No
2. Obtain resources for braille codes currently in use.	Yes	No
3. Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.	Yes	No
4. Use and teach device/software navigation features for efficient and equitable navigation of information.	No	No
5. Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.	Yes	No
6. Select and use visual, nonvisual, and adaptive methods to teach technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information.	Yes	Yes
7. Plan and implement explicit instruction in assistive technology that permits students to meet, and advocate for, their own access needs.	Yes	Yes
8. Teach students to install and maintain assistive technology, use troubleshooting techniques, and appropriately use connectivity.	No	No
9. Teach students to use visual, nonvisual, and/or adaptive methods to organize their own workspace, manage materials, and gain access to needed resources.	Yes	No
10. Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.	Yes	No
11. Use basic methods to adapt and format inaccessible media, text, images, graphics, and video to improve usability for students with visual impairments.	Yes	No
12. Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.	No	Yes
13. Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.	Yes	No
14. Teach students to access, interpret, and create increasingly complex 3-dimensional, printed, and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, objects, and tables, based on individual needs.	No	No
15. Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.	No	No
16. Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.	No	No



TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Addressed in Math Cycle	Addressed in Literacy Cycle
17. Teach basic orientation including body image, and spatial, temporal, positional, directional, and physical and virtual environmental concepts based on individual needs to promote motor and spatial skills development, orientation and mobility in physical and virtual environments, for academic and social inclusion.	No	No
18. Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices, including long cane, adaptive mobility devices, dog guides, electronic travel devices, and other technology for orientation and mobility.	No	No
19. Teach independent living skills using alternate strategies based on individual needs, including skills related to organization, personal hygiene, grooming, clothing care, dressing, time management, eating, cooking, cleaning, other household tasks, telephone use, and money management.	No	No
20. Teach social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality.	Yes	No
21. Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings.	No	No
22. Teach career education skills usually acquired visually to facilitate transition of students with visual impairments based on individual needs, including facilitating positive work habits and skills, concepts related to work, exploration of vocational interests, opportunities to work, use of technology to complete tasks in the workplace, and for planning for post-school engagement across settings.	No	No
23. Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.	No	No
24. Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.	No	No
25. Teach students their legal rights and responsibilities related to being a citizen with a visual impairment.	No	No
26. Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other Expanded Core Curriculum skills across settings.	No	Yes
27. Collaborate with families and other team members to plan and implement transitions across the life-span (birth-22 years old) that address needs unique to students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	No	No
28. Instruct para-educators, braille transcribers and/or alternate media, and related resource specialists on the production of accessible media including text, images, and video in collaboration with the educational team and families.	No	No



TPE 5: Assessing Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	Yes	Yes
2. Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	Yes	Yes
3. Use results from multiple, valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, with and without specific visual diagnoses.	Yes	Yes
4. Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.	Yes	Yes
5. Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for psychosocial and psychoeducational assessment/evaluations are necessary.	Yes	Yes
6. Adapt assessments/evaluations when tests are not validated on individuals with visual impairments, such as provision of appropriate accommodations to ensure students can access evaluation materials and interpret results with caution.	No	Yes
7. Identify assessment/evaluation items and measures that are biased and make recommendations for learning media, low vision, and/or non-visual accommodations and modifications.	No	Yes
8. Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.	No	Yes
9. Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	No	Yes
10. Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.	No	Yes
11. Assess cognitive, motor, social, and language concepts unique to individuals with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	No	No



TPE 5: Assessing Student Learning	Addressed in Math Cycle	Addressed in Literacy Cycle
12. Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.	Yes	Yes
13. Interpret assessment/evaluation results to determine individual needs to support acquisition of skills in both the general and expanded core curriculum and interpret how a visual impairment may impact behavior.	Yes	Yes
14. Identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations.	No	No
15. Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.	No	No
16. Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.	No	No
17. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	No	Yes
18. Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speed.	Yes	No
19. Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	Yes	Yes



TPE 6: Developing as a Professional Educator	Addressed in Math Cycle	Addressed in Literacy Cycle
1. Develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	No	No
2. Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.	Yes	No
3. Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.	No	No
4. Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.	Yes	No
5. Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities.	No	No
6. Articulate a plan for continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to access technology, most prevalent causes of and medical treatments for severe visual impairment and co-occurring disabilities, and implications on learning and instruction of students with visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.	No	No
7. Conduct internet and library database searches to locate information specific to visual impairment.	No	No
8. Use tools for online engagement in communities of practice.	No	No
9. Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.	No	No
10. Serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment.	No	Yes



TPE 7: Effective Literacy Instruction for Students with Visual Impairments	Addressed in Math Cycle	Addressed in Literacy Cycle
7.1 Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Braille Reading Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations); the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the <i>California Preschool Curriculum Framework</i> and <i>California Infant/Toddler Curriculum Framework</i>.	No	Yes
7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of visual impairments on language and literacy development; the California Guidelines for Programs Serving Students with Visual Impairments; and 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).	No	Yes
7.3 Incorporate evidence-based asset-based pedagogies, inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum needs), and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of students’ cultures, languages, dialects, communication needs, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	No	Yes
7.4 Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media, and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low-vision and AAC devices, and that is active, motivating, and engaging; responsive to students’ age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.	No	Yes
7.5 Foundational Skills. Develop students’ skills in print/braille concepts, including letters of the print and braille alphabets, including contracted braille; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity),	No	Yes

TPE 7: Effective Literacy Instruction for Students with Visual Impairments	Addressed in Math Cycle	Addressed in Literacy Cycle
through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 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.		
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.	No	Candidate Choice
7.7 Language Development. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), 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.	No	Candidate Choice
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.	No	Candidate Choice
7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed, brailled, and digital texts and multimedia, discussions, experiential multisensory and hands-on learning,	Yes	Candidate Choice



TPE 7: Effective Literacy Instruction for Students with Visual Impairments	Addressed in Math Cycle	Addressed in Literacy Cycle
experimentation, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.		
7.10 Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. ⁸⁸ 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; and 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.	No	Yes
7.11 Provide instruction in English language development (ELD) for students with visual impairments who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.	Yes	Yes
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.	No	No
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,	No	Yes



TPE 7: Effective Literacy Instruction for Students with Visual Impairments	Addressed in Math Cycle	Addressed in Literacy Cycle
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 <i>California Dyslexia Guidelines</i> , and addresses individual IEP goals.		
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.	No	No