

**Literacy Standard 7.5 Foundational Skills: Multiple Subjects, Mild to Moderate Support Needs, Extensive Support Needs
Review Form**

Institution Name: University of La Verne

Link to Addendum: [7.5-Addendum-June-2024-Final.pdf \(laverne.edu\)](#)

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	TPE Element	Introduced	Practiced	Assessed
a	Develop children's skills in print concepts, including letters of the alphabet	Met -only I addresses this element	Met -first P is completion of a module and discussion board addressing this element	Met Linked observation forms do not clearly show assessment of the aspects of this element. -1 st A is an exam with questions including letters of the alphabet and print concepts - Note: 2 nd 3 rd and 4 th As all link to a broad observation form that does not address 7.5a explicitly. 425 midterm questions (short answer item 2, multiple choice items 3, 9, & 13) SPED 497/498 observation form has been updated to include TPE 7
b	phonological awareness, including	Met -first I includes readings for this element	Met -1 st P updated lesson to specify	Met -1 st A midterm exam has questions about phonological/phonemic awareness.

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	TPE Element	Introduced	Practiced	Assessed
	phonemic awareness		<p>phonological/phonemic awareness</p> <p>-first P is a choice of foundational skills and candidates do not have to choose phonological/phonemic awareness</p> <p>425 lessons require one phonemic awareness lesson and one phonics lesson</p> <p>-second P does not address phonological awareness</p> <p>421 lesson template includes information regarding phonological awareness as an option for tutee assessment (not required</p>	<p>Linked observation forms do not clearly show assessment of the aspects of this element.</p> <p>425 midterm questions (matching item 1; multiple choice items 2, 10, and 12; essay item 1)</p> <p>425 case study candidates administer phonological awareness assessment and analyze results to generate summary report</p> <p>SPED 497/498 observation form has been updated to include TPE 7</p>

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			because not all tutees have same needs) 425 phonological awareness describes in-class activities focused on practicing these skills	
c	phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	MET -first I readings address this element	Met -first P addresses spelling 2 nd P addresses phonics 2 nd P is a choice of topics – choice for each may not address this element 425 lessons require one phonemic awareness lesson and one phonics lesson	Met Linked broad observation form does not address 7.5a explicitly. 1 st A – midterm addresses phonics 2 nd A – final exam addresses spelling 3 rd A includes the CORE Phonics test, which addresses alphabet/letter sounds, word recognition, and the other elements 425 midterm questions (matching item 1; short answer item 1; multiple choice items 4-8, 11, 15; essay item 4)

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	TPE Element	Introduced	Practiced	Assessed
			<p>-3rd P does not address this element</p> <p>421 lesson template includes information regarding phonics as an option for tutee assessment (not required because not all tutees have same needs)</p> <p>Since it is an option, it does not explicitly meet this element.</p> <p>-4th P does not address all aspects of this element</p> <p>425 phonics describes a range of in-class activities focused on practicing all aspects of this element</p>	<p>425 final questions (short answer item 1; multiple choice items 5, 9, 10, 12, 14; essay item 1)</p> <p>425 case study candidates administer phonics assessment and analyze results to generate summary report</p> <p>SPED 497/498 observation form has been updated to include TPE 7</p>

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	TPE Element	Introduced	Practiced	Assessed
			<p>As you go forward, it would be helpful to provide a brief description about how each activity meets the aspects of this element.</p> <p>425 decoding encoding addresses several components of this element</p>	
d	decoding and encoding; morphological awareness	<p>Met</p> <p>-1st I updated to show readings include all aspects of this element only I – readings listed under 4 Decoding and encoding; morphological awareness do not clearly address morphological</p>	<p>Met</p> <p>-1st P does not address this element</p> <p>-2nd P does not clearly address morphological awareness 425 morphological skills addresses morphology</p>	<p>Not Met</p> <p>Linked observation forms do not clearly show assessment of the aspects of this element.</p> <p>Specific observation forms have been updated to include this element (440 observation form)</p>

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	TPE Element	Introduced	Practiced	Assessed
		<p>awareness. Please annotate indicating which chapter addresses this topic.</p> <p>425 440 sourcebook has been updated to indicate readings related to morphology (ch. 12)</p>	<p>within the context of decoding</p> <p>Not made explicit in the assignment directions.</p> <p>Updated 3rd P is a Morphological decoding and encoding activity</p> <p>3rd P does not address this element</p> <p>425 decoding encoding addresses decoding and encoding; it is not intended to address morphological awareness</p> <p>-4th P – please provide additional information about</p>	<p>425 midterm questions (matching item 1; multiple choice items 1; essay item 3)</p> <p>Multiple choice #1 addresses decoding</p> <p>Essay #3 is about writing – does not make the connection to encoding.</p> <p>425 midterm Essay #3 was updated to make the connection to encoding and essay #4 was added for additional assessment</p> <p>425 final questions (multiple choice items 13 & 15)</p> <p>Questions #13 and 15 are about vocabulary – does not make connection to this element.</p> <p>425 final questions 13 & 15 are no longer serving as evidence for this element; essay #4 was added to connect to this element</p>

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			the in-class activity to indicate how candidates are provided practice with morphological awareness 440 morphology class activity description has been updated with further detail	SPED 497/498 observation form has been updated to include TPE 7
e	text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	MET -first I readings address this element	Met -1 st P does not address this element -1 st P updated to a reading fluency in class activity that addresses all aspects of this element -2 nd P needs to be annotated to indicate which	Not Met Linked observation forms do not clearly show assessment of the aspects of this element. Specific observation forms have been updated to include this element (425 observation form & 440 observation form) 425 midterm questions (matching item 1; multiple choice item 14; essay item 2)

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	TPE Element	Introduced	Practiced	Assessed
			<p>assessment addresses the aspects of this element</p> <p>440 case study asks candidates to conduct fluency assessments as part of their overall assessment of the student (highlighted in overview document)</p> <p>425 fluency describes in-class activities focused on practicing all aspects of this element</p>	<p>#14 is a broad question about a student struggling with fluency and doesn't address explicitly the aspects of this element. Essay #2 doesn't ask candidates to address the elements of fluency in this element. 425 midterm multiple choice item #14 & essay #2 have been updated to more closely align with this element</p> <p>425 final questions (multiple choice items 7, 8, & 11; essay item 2)</p> <p>#7 is a broad question about fluency that doesn't address all aspects of this element explicitly.</p> <p>#8 focuses on rate.</p> <p>#11 is a broad question about fluency. Essay addresses prosody.</p>

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	TPE Element	Introduced	Practiced	Assessed
				<p>425 form item #7 has been updated to address this element explicitly; item #11 has been updated to address this element explicitly; essay #5 added to allow additional assessment opportunity</p> <p>440 form essay #4 added to allow additional assessment opportunity for this element</p> <p>SPED 497/498 observation form has been updated to include TPE 7</p>
f	instruction that is structured and organized as well as direct, systematic, and explicit	<p>Met</p> <p>-1st I updated to include all aspects of this element</p> <p>1st I addresses explicit instruction but does not</p>	<p>Met</p> <p>-all four Ps do not address this element</p> <p>-linking to a lesson plan assignment or lesson plan template is not sufficient if it</p>	<p>Not Met</p> <p>Linked observation forms do not clearly show assessment of the aspects of this element.</p>

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		clearly address structured, organized, direct, and systematic 425 explicit intro is the introduction of structured, organized, direct, explicit, and systematic instruction	does not address the specific aspects of this element 1 st P does not address this element – the case study does not explicitly address the instructional elements in 7.5f 2 nd P does not explicitly address this element 3 rd P addresses this element. 425 Lesson plan template includes specific prompts for the 2 lessons (phonics & phonemic awareness) focused on the specific aspects of this element	Specific observation forms have been updated to include this element (425 observation form & 440 observation form) 425 midterm questions (multiple choice item 11, 14, & 15; essay items 1, 3, & 4) Multiple choice questions do not address this element. Essay 1 addresses direct instruction. #3 does not address this element. #4 addresses direct instruction. 425 midterm questions 11, 14, & 15 are no longer serving as evidence for this element; essay #3 has been updated to address this element; essay #5 was added to connect to this element

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			425 explicit practice in-class activity asks candidates to practice identifying characteristics of the aspects of this element in lessons	425 final questions (multiple choice items 13, 14, & 15; essay item 1) #13 – direct instruction #14 – systematic #15 and essay #1– does not address this element 425 final question 15 is no longer serving as evidence for this element; essay #1 has been updated to address this element; essay #4 added to allow additional assessment opportunity for this element SPED 497/498 observation form has been updated to include TPE 7
g	practice in connected, decodable text;	Met -only I does not clearly address the aspects of this element	Met -1 st P – activity directions are vague regarding the “range of activities” for practicing	Met Linked observation forms do not clearly show assessment of the aspects of this element.

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		<p>-1st I addresses decodable text</p> <p>-2nd I addresses connected text</p> <p>425 440 sourcebook has been updated to indicate readings related to decodable text (ch. 6)</p> <p>425 connected text intro is an in-class activity that introduces the concept of connected text</p>	<p>related to connected, decodable text</p> <p>1st P addresses this element</p> <p>425 decoding encoding activity has been clarified</p> <p>-2nd P does not explicitly address connected text</p> <p>425 decodable text is an in-class activity for candidates to practice the concept of decodable text</p> <p>425 connected text practice is an in-class activity for</p>	<p>2nd A addresses Decodable text</p> <p>3rd A addresses connected text</p> <p>425 midterm question (multiple choice item 1)</p> <p>425 decodable assessment</p> <p>425 connected assessment</p> <p>SPED 497/498 observation form has been updated to include TPE 7</p>

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			<p>candidates to practice the concept of connected text</p> <p>Resources in the second P could be used for the I related to decodable text.</p>	
h	Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax	<p>Met</p> <p>-the two Is do not mention semantics 1st and 2nd Ps updated to include semantics 425 440 sourcebook has been updated to indicate readings related to semantics (ch. 11)</p>	<p>Not Met</p> <p>Need to connect these activities to text reading fluency. 425 fluency continued has been added as a culminating activity to connect the activities below to text reading fluency</p>	<p>Not Met</p> <p>Linked observation forms do not clearly show assessment of the aspects of this element. Specific observation forms have been updated to include this element (425 observation form)</p> <p>425 midterm questions (matching item 1; short answer item 2; multiple choice items 7 & 14)</p>

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		425 four part processing has been updated to indicate sections addressing semantics	-1 st I focuses on spelling patterns -2 nd P is a choice of topics – choice for each may not address this element -3 rd P does not address this element -4 th and 5 th Ps address morphology -6 th P does not explicitly address this element 425 orthographic mapping is an activity that practices spelling & syllable patterns	425 final questions (multiple choice items 5, 6, 7, 9, 10, 13, & 15; essay items 1 & 2) SPED 497/498 observation form has been updated to include TPE 7

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			<p>425 syntax is an in-class activity focused on strategies for teaching syntax and sentence structure</p> <p>425 spelling is an in-class activity focused on spelling instruction</p>	
i	Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and	<p>Met</p> <p>-only I – it is unclear how the chapters address all aspects of this element</p> <p>-1st I addresses this element</p> <p>425 440 sourcebook has been updated to reference aspects of this</p>	<p>Met</p> <p>10 Ps provided – please narrow this down to your best examples for this element</p> <p>1st P is about vocabulary instruction across content areas.</p> <p>2nd P is about text structure.</p>	<p>Met</p> <p>Linked observation forms do not clearly show assessment of the aspects of this element.</p> <p>Final exam addresses this element.</p> <p>440 final questions (multiple choice items 2, 3, 5, 6, 9, & 10; essay items 1 & 2)</p>

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	write increasingly complex disciplinary texts with comprehension and effective expression.	element (see chapters 12, 13 & 15)	3 rd and 4 th Ps are in-class discussions - not clearly linked to this element. 4 th P is a lesson plan which addresses this element. Evidence has been curated to reflect best examples of this element	SPED 497/498 observation form has been updated to include TPE 7
	Foundational Skills in Clinical Practice	Met: Candidates write and implement lesson plans for the foundational skills.		
	Dyslexia screening	Met Please indicate where screening for dyslexia is covered in the program.		

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		425 dyslexia online module introduces candidates to dyslexia 425 dyslexia screening is a follow up activity focused specifically on the role of general education teachers in screening for dyslexia Chapters 8-9 CA Dyslexia guidelines also assigned.		
	California Dyslexia Guidelines	Met Please indicate where each chapter of the California Dyslexia Guidelines are used in the linked courses.		

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Link to Addendum: [7.5-Addendum-June-2024-Final.pdf \(laverne.edu\)](#)

General comment: The linked observation form used often for A will not meet the various elements of 7.5 because they are not explicitly listed on the form – just 7.5 as a whole. In addition, it is unclear whether candidates must be observed for TPE 7. The directions just tell the observer to align observations to at least three TPEs, not specifying that all TPEs must be observed over the course of the 6 observations.

Specific observation forms have been created for each course to allow for greater specificity in TPEs assessed. Observation forms for courses that are primary focus points for TPE 7 ([EDUC 425 fieldwork observation form](#), [EDUC 426 fieldwork observation form](#), and [EDUC 440 fieldwork observation form](#)) some of which also include the specific elements of TPE 7.5 (EDUC 425 and EDUC 440).

	TPE Element	Introduced	Practiced	Assessed
		425 dyslexia online module addresses chapters 1-7 425 dyslexia screening addresses chapters 8-9 425 dyslexia support addresses chapters 10-14 and appendices 440 rdg disabilities reviews the CA dyslexia guidelines through an in-class activity		