

**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 \(laverne.edu\)](#)

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).

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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

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	TPE Element	Introduced	Practiced	Assessed
				<p>-Note: 2nd 3rd and 4th As all link to a broad observation form that does not address 7.5a explicitly.</p> <p>425 midterm questions (short answer item 2, multiple choice items 3, 9, & 13)</p> <p>SPED 497/498 observation form has been updated to include TPE 7</p>

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	TPE Element	Introduced	Practiced	Assessed
b	phonological awareness, including phonemic awareness	Met -first I includes readings for this element	Met -1 st P updated lesson to specify phonological/phonemic awareness -first P is a choice of foundational skills and candidates do not have to	Met -1 st A midterm exam has questions about phonological/phonemic awareness. Linked observation forms do not clearly show assessment of the aspects of this element.

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	TPE Element	Introduced	Practiced	Assessed
			choose phonological/ phonemic awareness 425 lessons require one phonemic awareness lesson and one phonics lesson -second P does not address phonological awareness	425 midterm questions (matching item 1; multiple choice items 2, 10, and 12; essay item 1) 425 case study candidates administer phonological awareness assessment and analyze results to generate summary report

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			421 lesson template includes information regarding phonological awareness as an option for tutee assessment (not required because not all tutees have same needs)	SPED 497/498 observation form has been updated to include TPE 7

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	TPE Element	Introduced	Practiced	Assessed
			425 phonological awareness describes in-class activities focused on practicing these skills	
c	phonics, spelling, and word recognition,	Met -first I readings address this element	Met -first P addresses spelling 2 nd P addresses phonics	Met Linked broad observation form does not address 7.5a explicitly.

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	including letter-sound, spelling-sound, and sound-symbol correspondences		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	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

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	TPE Element	Introduced	Practiced	Assessed
			-3 rd P does not address this element 421 lesson template includes information regarding phonics as an option for tutee assessment (not required because not all tutees have same needs)	425 midterm questions (matching item 1; short answer item 1; multiple choice items 4-8, 11, 15; essay item 4) 425 final questions (short answer item 1; multiple choice items 5, 9, 10, 12, 14; essay item 1)

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			Since it is an option, it does not explicitly meet this element. -4 th P does not address all aspects of this element 425 phonics describes a range of in-class activities	425 case study candidates administer phonics assessment and analyze results to generate summary report SPED 497/498 observation form has been updated to include TPE 7

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			focused on practicing all aspects of this element As you go forward, it would be helpful to provide a brief description about how each activity meets the aspects of this element.	

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			425 decoding encoding addresses several components of this element	
d	decoding and encoding;	Met	Met -1 st P does not address this element	Met

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	morphological awareness	-1 st 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	-2 nd P does not clearly address morphological awareness 425 morphological skills addresses morphology within the context of decoding	Linked observation forms do not clearly show assessment of the aspects of this element. Specific observation forms have been updated to include this element 440 observation form (see the reviewer’s

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		address morphological awareness. Please annotate indicating which chapter addresses this topic.	Not made explicit in the assignment directions. Updated 3 rd P is a Morphological decoding and encoding activity 3 rd P does not address this element	general comment about the observation form.) Met with the updated essay. 425 midterm questions (matching item 1; multiple choice items 1; essay item 3) Multiple choice #1 addresses decoding

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		425 440 sourcebook has been updated to indicate readings related to morphology (ch. 12)	425 decoding encoding addresses decoding and encoding; it is not intended to address morphological awareness -4 th P – please provide additional information about	Essay #3 is about writing – does not make the connection to encoding. 425 midterm Essay #3 was updated to make the connection to encoding and essay #4 was added for additional assessment Essay now addresses encoding. Matching addresses definition of morphology.

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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	425 final questions (multiple choice items 13 & 15) Questions #13 and 15 are about vocabulary – does not make connection to this element.

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	TPE Element	Introduced	Practiced	Assessed
				425 final questions 13 & 15 are no longer serving as evidence for this element; essay #4 was added to connect to this element Essay #4 addresses encoding and decoding. SPED 497/498 observation form has been updated to include TPE 7

**Literacy Standard 7.5 Foundational Skills: Multiple Subjects, Mild to Moderate Support Needs, Extensive Support Needs
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	TPE Element	Introduced	Practiced	Assessed
e	text reading fluency, including accuracy, prosody (expression), and rate (as an	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	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 (125 observation form & 440 observation form)

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	TPE Element	Introduced	Practiced	Assessed
	indicator of automaticity		-2 nd P needs to be annotated to indicate which assessment addresses the aspects of this element 440 case study asks candidates to conduct fluency assessments as part of their overall assessment	(see the reviewer’s general comment about the observation form) 425 midterm questions (matching item 1; multiple choice item 14; essay item 2) Essay #2 addresses Prosody (expression)

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	TPE Element	Introduced	Practiced	Assessed
			of the student (highlighted in overview document) 425 fluency describes in-class activities focused on practicing all aspects of this element	#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.

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	TPE Element	Introduced	Practiced	Assessed
				425 midterm multiple choice item #14 & essay #2 have been updated to more closely align with this element 425 final questions (multiple choice items 7, 8, & 11; essay item 2)

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				#7 is a broad question about fluency that doesn't address all aspects of this element explicitly. #8 focuses on rate. #11 is a broad question about fluency. Essay addresses prosody.

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	TPE Element	Introduced	Practiced	Assessed
				425 final 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 -Essay question addresses accuracy, prosody, rate and automaticity.

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				440 final essay #4 added to allow additional assessment opportunity for this element -does not address fluency SPED 497/498 observation form has been updated to include TPE 7

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	TPE Element	Introduced	Practiced	Assessed
f	instruction that is structured and organized as well as direct, systematic, and explicit	Met -1 st I updated to include all aspects of this element 1 st I addresses explicit instruction but does not clearly address	Met -all four Ps do not address this element -linking to a lesson plan assignment or lesson plan template is not sufficient if it	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 (125 observation form & 440 observation form)

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	TPE Element	Introduced	Practiced	Assessed
		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	(see the reviewers general comment about the updated observation form) 425 midterm questions (multiple choice item 11, 14, & 15; essay items 1, 3, & 4) Multiple choice questions do not address this element.

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	TPE Element	Introduced	Practiced	Assessed
			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)	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

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			focused on the specific aspects of this element 425 explicit practice in-class activity asks candidates to practice identifying	element; essay #5 was added to connect to this element Essay #5 addresses systematic and directed lessons. Essay #3 addresses structured instruction. Not linked here, but the 440 final, essay #4 addresses this element.

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			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

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				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

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	TPE Element	Introduced	Practiced	Assessed
g	practice in connected, decodable text;	Met -only I does not clearly address the aspects of this element -1 st I addresses decodable text	Met -1 st P – activity directions are vague regarding the “range of activities” for practicing related to connected, decodable text 1 st P addresses this element	Met Linked observation forms do not clearly show assessment of the aspects of this element. 2 nd A addresses Decodable text 3 rd A addresses connected text

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	TPE Element	Introduced	Practiced	Assessed
		-2 nd I addresses connected text 425 440 sourcebook has been updated to indicate readings related to decodable text (ch. 6)	425 decoding encoding activity has been clarified -2 nd P does not explicitly address connected text	425 midterm question (multiple choice item 1) 425 decodable assessment 425 connected assessment

**Literacy Standard 7.5 Foundational Skills: Multiple Subjects, Mild to Moderate Support Needs, Extensive Support Needs
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	TPE Element	Introduced	Practiced	Assessed
		425 connected text intro is an in-class activity that introduces the concept of connected text	425 decodable text is an in-class activity for candidates to practice the concept of decodable text 425 connected text practice is an in-class activity for	SPED 497/498 observation form has been updated to include TPE 7

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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>	

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	TPE Element	Introduced	Practiced	Assessed
h	Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics,	Met -the two Is do not mention semantics 1 st and 2 nd Ps updated to include semantics 425 440 sourcebook has been updated to indicate	Met Need to connect these activities to text reading fluency. 425 fluency continued has been added as a culminating activity to connect the	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)

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	TPE Element	Introduced	Practiced	Assessed
	morphology, and syntax	readings related to semantics (ch. 11) 425 four part processing has been updated to indicate sections addressing semantics	activities below to text reading fluency Updated activity includes all aspects of this element. -1 st I focuses on spelling patterns	(see the reviewer’s general comment about the observation form.) The updated 425 observation form has been further clarified to emphasize that rubric scores are being assigned for each element of TPE 7 and each sub-element of TPE 7.5.

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			-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	425 midterm questions (matching item 1; short answer item 2; multiple choice items 7 & 14) -these questions do not address instruction in text reading fluency that emphasizes

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	TPE Element	Introduced	Practiced	Assessed
			-6 th P does not explicitly address this element 425 orthographic mapping is an activity that practices spelling & syllable patterns	spelling and syllable patterns, semantics, morphology, and syntax 425 Midterm matching item 1, short answer item 2, and multiple choice items 7 & 14 have been removed as evidence for this element.

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	TPE Element	Introduced	Practiced	Assessed
			425 syntax is an in-class activity focused on strategies for teaching syntax and sentence structure	425 final questions (multiple choice items 5, 6, 7, 9, 10, 13, & 15; essay items 1 & 2) -multiple choice questions do not address this element explicitly, essay 1 addresses spelling instruction, essay 2 addresses prosody

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	TPE Element	Introduced	Practiced	Assessed
			425 spelling is an in-class activity focused on spelling instruction	425 Final multiple choice items have been removed as evidence for this element. Essay 1 has been revised to connect more closely to this element. Essay 6 has been added to more directly reflect all components of this element.

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				SPED 497/498 observation form has been updated to include TPE 7
i	Advance students'	Met	Met	Met

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	TPE Element	Introduced	Practiced	Assessed
	progress in the elements of foundational skills, language, and cognitive skills that support them as they read and	-only I – it is unclear how the chapters address all aspects of this element -1 st I addresses this element 425 440 sourcebook has been updated to reference aspects of this	10 Ps provided – please narrow this down to your best examples for this element 1 st P is about vocabulary instruction across content areas. 2 nd P is about text structure.	Linked observation forms do not clearly show assessment of the aspects of this element. Final exam addresses this element. 440 final questions (multiple choice items 2, 3, 5, 6, 9, & 10; essay items 1 & 2)

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	TPE Element	Introduced	Practiced	Assessed
	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.	SPED 497/498 observation form has been updated to include TPE 7

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			Evidence has been curated to reflect best examples of this element	
	Foundational Skills in Clinical Practice	Met: Candidates write and implement lesson plans for the foundational skills.		

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	TPE Element	Introduced	Practiced	Assessed
	Dyslexia screening	Met Please indicate where screening for dyslexia is covered in the program. 425 dyslexia online module introduces candidates to dyslexia		

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	TPE Element	Introduced	Practiced	Assessed
		425 dyslexia screening is a follow up activity focused specifically on the role of general education teachers in screening for dyslexia		

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The reviewer sees the updated observation form. However, since there are still options for what is being observed, the form cannot be used for a specific TPE element “assess” because there is no guarantee that each candidate will be observed for that specific TPE element.

The updated observation form for [EDUC 425](#), [EDUC 426](#), and [EDUC 440](#) has been further clarified. The TPEs on each form are specific to those courses and the fieldwork assignments candidates are completing. Observations are focused on all elements of the listed TPEs, and supervisors are directed to assign a rubric score for each element. Thus, each candidate is being observed for each specific TPE element listed on the form. Between the three courses, all elements of TPE 7 and all sub-elements of TPE 7.5 are assessed.

	TPE Element	Introduced	Practiced	Assessed
		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.		

**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 \(laverne.edu\)](#)

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).

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	TPE Element	Introduced	Practiced	Assessed
		425 dyslexia online module addresses chapters 1-7 425 dyslexia screening addresses chapters 8-9		

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The updated observation form for [EDUC 425](#), [EDUC 426](#), and [EDUC 440](#) has been further clarified. The TPEs on each form are specific to those courses and the fieldwork assignments candidates are completing. Observations are focused on all elements of the listed TPEs, and supervisors are directed to assign a rubric score for each element. Thus, each candidate is being observed for each specific TPE element listed on the form. Between the three courses, all elements of TPE 7 and all sub-elements of TPE 7.5 are assessed.

	TPE Element	Introduced	Practiced	Assessed
		425 dyslexia support addresses chapters 10-14 and appendices 440 rdg disabilities reviews the CA dyslexia guidelines through an in- class activity		

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