Literacy Instruction Certification: Preliminary Education Specialist: Mild Moderate Support Needs

University of La Verne

Appendix B, Part 1

1.1   University of La Verne

1.2   Director of Teacher Education, Dr. Isabel Orejel, iorejel@laverne.edu

Assistant Dean, Dr. Shana Matamala, smatamala@laverne.edu

1.3   Director of Continuous Improvement, Juli Johnson, jjohnson4@laverne.edu

1.4   Preliminary Education Specialist: Mild Moderate Support Needs

1.5   Student Teaching Traditional Pathway

Intern Pathway

Bilingual Authorization Concurrent pathway

1.6   I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021). I understand that what is included in this submission process represents selected aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B) (4)(A) and (B). I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all of the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024. I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

Appendix B, Part 2

2.1 Table of Courses (link to syllabus for each course)

Pathway	Courses w/Primary Focus on Literacy	Courses w/Supplemental Focus on Literacy
Credential: Preliminary Education Specialist MMSN Regardless of pathway, candidates complete the same courses for literacy preparation. Pathways offered: • Student Teaching Traditional Pathway • Intern Pathway • Bilingual Authorization Concurrent pathway	EDUC 425 EDUC 428 EDUC 440 SPED 421 SPED 422	EDUC 492 SPED 420 SPED 430 SPED 450 SPED 497 SPED 498

2.2 Program Review Process

Pathway	Internal Process Used	Applicable Staff
Credential: Preliminary Education Specialist MMSN Regardless of pathway, candidates complete the same courses for literacy preparation. Pathways offered: • Student Teaching Traditional Pathway • Intern Pathway • Bilingual Authorization Concurrent pathway	Faculty teaching courses with a primary focus on literacy met first with an outside consultant to review those courses within the context of the new literacy standards and current research. Revisions were made to the literacy-focused courses and implemented in Fall 2023. The program faculty as a whole met in monthly program meetings to discuss the literacy standards and their application. All courses were reviewed against the literacy standards. Three full-day work days (January 24, 2024; April 3, 2024; and May 1, 2024) were conducted to allow time for faculty to increase their understanding of the literacy	Literacy faculty (Dr. Nancy Walker, Dr. Marga Madhuri, Dr. Amber Bechard) under direction of Dr. Shana Matamala Full Teacher Education faculty including MS, SS, and MMSN programs under direction of Dr. Shana Matamala

	standards and make a plan for program revision.	
	A designated faculty member was tasked with planning and leading the full-faculty meetings and work days. This faculty member also had primary responsibility for creating Appendix B in coordination and collaboration with other faculty.	Dr. Jessica Decker under direction of Dr. Shana Matamala

2.3 Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

Faculty who teach courses where literacy instruction is a primary focus have been engaged in professional development and collaboration around the requirements of SB 488, the new standards and TPEs, and the evidence base supporting them. This has been an ongoing effort across several years that started before the passage of SB 488 with our program's focus on dyslexia. Literacy faculty have participated in extensive professional development related to understanding dyslexia and structured literacy approaches to address students with dyslexia. We also have established a Dyslexia Teacher Training Professional Certificate Program accredited by the International Multisensory Structured Language Education Council (IMSLEC).

Training and professional development specific to SB 488 and the new standards has consisted of faculty participation in convenings and conferences across the state, including California Council on Teacher Education webinars and other activities.

2.4 Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

Literacy faculty have held multiple collaborative meetings focused on understanding the new standards and TPEs, and they also engaged with an outside consultant to review the syllabi of literacy-focused courses in Spring 2023. This review focused on ensuring courses addressed structured literacy as informed by current research in the field. Revisions to those courses were made in Spring 2023 and implemented in Fall 2023. Literacy faculty have been engaged in continued updating of course content, assignments, and readings to reflect the content required based on SB 488.

The program faculty as a whole, including those who do not teach the literacy-focused courses, has been working on building understanding of SB 488, the new standards and TPEs, and the evidence base supporting them since Fall 2023. The literacy faculty have shared continual updates in program faculty meetings related to literacy instruction and the new standards. In addition, the faculty as a whole met a total of 3 times during the Spring 2024 semester (January 24, 2024; April 3, 2024; and May 1, 2024) for intensive workshops (4 hours) focused on literacy instruction and course revisions to integrate literacy across the programs. These workshops have focused on building faculty understanding of literacy instruction, the new program standards and TPEs, and the importance of increasing the focus on literacy across all courses. They have been facilitated by several faculty members including those with expertise in literacy instruction and those with expertise in literacy instruction for multilingual/English learner students.

Those faculty who hold primary responsibility for our education specialist courses (SPED designated courses) also worked throughout the 2023-2024 academic year to ensure understanding of the literacy standards and revise their coursework in accordance with those standards, specifically those unique to the MMSN program. Those updates were piloted in Spring 2023 and implemented in Fall 2024.

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

Updates have also been provided to our Advisory Council through our regular meetings. The Advisory Council consists of representatives from our partner districts, including mentor/cooperating teachers. Our Advisory Committee meeting in May 2024 addressed the literacy standards and our program work to be aligned. We also have faculty involved in local induction programs as well, which creates opportunities for collaboration around the new literacy requirements.

The program also offers professional development for mentor/cooperating teachers, university supervisors, and partner districts through an online "professional development potluck" series. We also hold an annual adjunct training, which includes representatives from our local PK-12 partner districts. Program faculty present on current issues and initiatives through these sessions which are recorded for those not in attendance to view. A literacy presentation (8.15.2024) devoted to SB 488, the new literacy instruction program standards, the TPEs and performance assessment requirements was provided, where a list of TPE 7 Resource Links was also shared. All university supervisors and PK-12 partners, including mentor/cooperating teachers are invited to attend these training opportunities and are provided with the recordings.

Mentor/cooperating teachers document their professional development hours as required by the CA Commission on Teacher Credentialing. Effective with the 2024-2025 academic year, all mentor/cooperating teachers will be required to document their participation in a training module specific to SB 488 and the new literacy standards. Completion will be monitored through the same form currently used for monitoring compliance with professional development requirements.

2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

The program faculty as a whole, including those who do not teach the literacy-focused courses, have been working on building understanding of SB 488, the new standards and TPEs, and the evidence base supporting them since Fall 2023. The literacy faculty have shared continual updates in program faculty meetings related to literacy instruction and the new standards. In addition, the faculty as a whole met a total of 3 times during the Spring 2024 semester (January 24, 2024; April 3, 2024; and May 1, 2024) for intensive workshops (4 hours) focused on literacy instruction and course revisions to integrate literacy across the programs. These workshops have focused on building faculty understanding of literacy instruction, the new program standards and TPEs, and the importance of increasing the focus on literacy across all courses. They have been facilitated by a variety of faculty members including those with expertise in literacy instruction and those with expertise in literacy instruction for multilingual/English learner students.

2.7. Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

The English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are primarily introduced and practiced in three courses.

EDUC 425

- [Week 3 content topics:](#) introduction to the ELA standards, ELD standards, and ELA/ELD framework
- [Week 3 assigned reading:](#) ELA/ELD framework chapter 1, CA CCSS ELA standards introduction, & ELD standards chapter 1
- [Co-Taught Word Recognition Lesson:](#) practice of applying ELA standards, ELD standards, and the framework through creating a word recognition lesson
- [Individual Phonics Lesson:](#) practice of applying ELA standards, ELD standards, and the framework through creating a phonics lesson

EDUC 428

- [ELA/ELD Framework reading reflection](#) – assigned reading from ELA/ELD framework with reflection questions
- [ELA/ELD Framework assigned reading](#) – weeks 1, 3, 4, 5, 12, 13

- ELD Standards assigned reading - weeks 7 & 8
- CA CCSS ELA Standards assigned reading – weeks 10, 11, 14, & 16
- Week 4: continued introduction to ELD standards and ELA/ELD framework (5 themes)
- Multimedia picture file: practice of applying ELA standards, ELD standards, and the ELA/ELD framework through creating a visual resource to be used in instruction with students
- Designated ELD lesson plan: practice of applying ELA standards, ELD standards, and the ELA/ELD framework through creating a lesson plan focused on teaching multilingual and English learners to use and understand English
- Integrated ELD lesson plan: practice of applying ELA standards, ELD standards, and content area/discipline standards through creating a lesson plan focused on teaching multilingual and English language learners to use and understand English to access and make meaning of academic content

EDUC 440

- Reading Comprehension Lesson: practice of applying ELA standards, ELD standards, and the themes of the ELA/ELD framework through creation of a lesson plan focused on reading comprehension
- Morphology Lesson: practice of applying ELA standards, ELD standards, and the themes of the ELA/ELD framework through creation of a lesson plan focused on morphological skills

Appendix B, Part 3 = Appendix C

3.1. *Program/Coursework Coverage of TPEs*

Table 3.1			
TPE	Introduce & Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.5.a	• 425/440 sourcebook	• 425 print concepts	• 425 fieldwork observation form • 425 midterm *(short answer item 2, multiple choice items 3, 9, & 13)*
7.5.b	• 425/440 sourcebook	• 425 lesson plans & Template *(requires one lesson focused on phonemic awareness & one lesson focused on phonics)* • 425 phonological awareness	• 425 fieldwork observation form • 425 case study *(candidates administer phonological awareness assessment & analyze results to generate summary report)*

			• 425 midterm *(matching item 1; multiple choice items 2, 10, & 12; essay item 1)*
7.5.c	• 425/440 sourcebook • 425 four part processing	• 425 vowel patterns • 425 lesson plans • 425 phonics • 425 decoding encoding	• 425 fieldwork observation form • 425 case study *(candidates administer phonics assessment & analyze results to generate summary report)* • 425 midterm *(matching item 1; short answer item 1; multiple choice items 4-8, 11, 15; essay item 4)* • 425 final *(short answer item 1; multiple choice items 5, 9, 10, 12, 14; essay item 1)*
7.5.d	• 425/440 sourcebook	• 425 decoding encoding • 425 morphological skills • 425 lesson plans & Template • 440 morphology • 440 morphology lesson	• 440 fieldwork observation form • 425 midterm *(matching item 1; multiple choice item 1; essay items 3 & 4)* • 425 final *(essay item 4)*
7.5.e	• 425/440 sourcebook	• 425 fluency • 440 case study *(candidates conduct fluency assessments as part of their overall assessment of the student)*	• 425 fieldwork observation form • 440 fieldwork observation form • 425 midterm *(matching item 1; multiple choice item 14; essay item 2)* • 425 final *(multiple choice items 7, 8, & 11; essay items 2 & 5)*
7.5.f	• 425 explicit intro	• 425 lesson plans & Template *(includes specific prompts for both lessons focused on specific aspects of this element)* • 425 explicit practice • 425 case study • 440 case study	• 425 fieldwork observation form • 425 midterm *(essay items 1, 3, 4 & 5)* • 425 final *(multiple choice items 13-14; essay item 1 & 4)* • 440 final *(essay item 4)*
7.5.g	• 425/440 sourcebook • 425 connected text intro	• 425 decoding encoding • 425 decodable text • 425 connected text practice	• 425 fieldwork observation form • 425 midterm *(multiple choice item 1)* • 425 decodable assessment • 425 connected assessment
7.5.h	• 425/440 sourcebook • 425 four part processing	• 425 vowel patterns • 425 fluency continued • 425 orthographic mapping • 425 syntax • 425 spelling	• 425 fieldwork observation form • 425 lesson plans & Template • 425 final *(essay items 1, 2, & 6)* • 440 morphology lesson

		• 440 morphology	
7.5.i	• 425/440 sourcebook • 428 multilingual learners foundational skills	• 440 vocabulary • 440 text structure • 492 CER model discussion • 492 discourse moves discussion	• 440 fieldwork observation form • 440 final *(multiple choice items 2, 3, 5, 6, 9, & 10; essay items 1 & 2)* • 492 lesson plans overview

3.2 Coursework coverage of Standard 7a

Understanding and teaching foundational literacy skills is primarily targeted in EDUC 425 and EDUC 440. These classes have a pronounced emphasis on organized, direct, explicit, systematic, multisensory structured literacy instruction. These classes also integrate field experiences to support practical application of classroom learning. EDUC 428 adds a focus on literacy development for multilingual and English language learners grounded in the foundation provided by the ELA ELD Framework and its five themes. There is some overlap between the three courses as concepts and skills are developed, as modeled by the combined framework. In particular, EDUC 425 and EDUC 440 are designed to provide comprehensive coverage of the full range of foundational skills identified in the standards through course activities, assignments, and clinical practice.

In EDUC 425, the following topics are covered through readings, assignments and in-class activities. Candidates in this course are focused on literacy instruction in the primary grade levels as they build their understanding of foundational skills and are introduced to the ELA ELD framework, ELA standards, ELD standards, and CA Dyslexia Guidelines. Course content is scaffolded to include extensive modeling, guided practice, and independent practice of concepts. Candidates collaborate through in-class activities and assignments to practice evidence-based literacy instruction as described through the ELA ELD framework and CA Dyslexia Guidelines. Links have been provided to specific evidence of how they are addressed:

- Print concepts and alphabetic knowledge, as well as explicit instruction in letter formation and printing are addressed through a print concepts activity.
- Phonological awareness including phonemic awareness is addressed.
- Phonics (including a focus on letter-sound, spelling-sound, and sound-symbol correspondences, spelling and syllable patterns), spelling, and word recognition are primary areas of focus, along with instruction in connected text, practice in connected text, and assessment in connected text, and instruction in decodable text.
- Decoding and encoding, morphological skills, and text reading fluency are introduced and fluency is practiced along with orthographic mapping (including semantics) and syntax.
- Candidates are introduced to the idea of evidence-based effective instruction that is structured and organized as well as direct, systematic, and explicit. Explicit instruction is also practiced routinely.

- Candidates also receive comprehensive instruction related to dyslexia with a [dyslexia module](#) and activities related to [dyslexia screening](#) and [dyslexia support](#).

Candidates are concurrently enrolled in EDUC 425 and EDUC 428. In EDUC 428, the following topics are covered through readings, assignments, and in-class activities. Candidates in this course are focused on literacy instruction for multilingual and English language learners as they build their understanding of the five themes of the ELA ELD framework. Course content is scaffolded to include extensive modeling, guided practice, and independent practice of concepts. Candidates collaborate through in-class activities and assignments to practice evidence-based literacy instruction through designated and integrated ELD lessons with areas of focus including asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices. Links have been provided to specific evidence of how they are addressed:

- Evidence-based means of teaching multilingual and English language learners [(MLL) foundational skills](#) based on previous literary experiences in their home languages
- [ELA ELD framework reading reflections](#) and instruction related to [translanguaging](#) and cross-language transfer
- Early intervention strategies including [MTSS](#) and the relationship between [MTSS and equity](#) along with study of [emerging bilingual vs learning disabilities](#) and [UDL & inclusion](#), as well as collaborating with others to strengthen instruction and provide referrals where necessary
- A continued focus on evidence-based literacy and content and literacy integrated instruction through [designated ELD](#), [integrated ELD](#), a comparison of [designated](#) and [integrated](#) ELD instruction, a [designated ELD lesson](#) and an [integrated ELD lesson](#), which include [activating prior knowledge](#) and [academic vocabulary](#)
- A continued focus on [meaning making](#), [linguistics](#) (including semantics and syntax), and [writing support strategies](#)

In EDUC 440, which builds on the content of EDUC 425, the following topics are covered through readings, assignments, and in-class activities. Candidates in this course are focused on literacy instruction in the upper elementary/middle school grade levels as they practice their understanding of foundational skills and implementation of the ELA ELD framework, ELA standards, ELD standards, and CA Dyslexia Guidelines. Course content is scaffolded to include extensive modeling, guided practice, and independent practice of concepts. Candidates collaborate through in-class activities and assignments to practice evidence-based literacy instruction as described through the ELA ELD framework and CA Dyslexia Guidelines. Links have been provided to specific evidence of how they are addressed:

- [Morphology](#) instruction continues along with a [morphology lesson plan](#)
- Comprehension is an area of focus with areas of emphasis on [meaning making](#), [text structures](#), and [vocabulary](#), culminating in a [reading comprehension lesson](#) focused on engaging students in reading and writing increasingly complex disciplinary texts with comprehension and effective expression, as well as [critical literacy](#)
- Continued focus on [reading disabilities](#) and their implications

- A focus on writing through the IES guide for writing

Candidates have early clinical fieldwork experiences in inclusive settings that include evidence-based means of teaching the foundational skills through EDUC 425 clinical practice (which includes comprehensive literacy instruction in initial or supplemental foundational skills), EDUC 428 clinical practice, and EDUC 440 clinical practice. Candidates are evaluated in accordance with the TPEs, especially TPE 7, with formative feedback from their university supervisors via the EDUC 425 fieldwork observation form, the EDUC 428 fieldwork observation form, and the EDUC 440 fieldwork observation form. They also conduct in-depth assessment and application of concepts through the EDUC 425 case study, the EDUC 428 case study, and the EDUC 440 case study.

3.3 Clinical practice: Ensuring opportunities for candidates to practice teaching foundational skills

In EDUC 425, candidates conduct supervised field experiences (425 clinical practice overview) focused on teaching foundational skills. Candidates identify a student in grades TK-3 in need of tutoring in reading foundational skills. They spend 5 hours in consultation with their university supervisor for discussion of planning, lesson delivery, and reflection. They spend 15 hours in one-on-one intensive tutoring focused on foundational literacy skills.

In EDUC 440, candidates conduct supervised field experiences (440 clinical practice overview) in a 4-8 grade classroom focused on reading comprehension, morphology, and whole-class instructional opportunities. They spend a total of 20 hours conducting observations, planning instruction, delivering instruction, and reflecting on instruction.

3.3a

District MOUs specify expectations for clinical practice settings and support, including information about the expectation for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy ("District's Responsibilities" Section 12).

3.3b

Candidates are provided a general introduction to the Teacher Performance Expectations, including the Literacy Teacher Performance Expectations, through our TE candidate handbook (see page 7) distributed upon enrollment to the program. Candidates receive information about clinical practice focused on foundational skills through their course syllabi (EDUC 425 syllabus and EDUC 440 syllabus) as well as through the EDUC 425 clinical practice overview and EDUC 440 clinical practice overview documents. They are provided with detailed instructions and lesson templates for all clinical practice instruction, particularly as it relates to foundational skills (425 lesson plan template, 440 lesson plan template, 440 reading comprehension lesson overview, and 440 morphology lesson overview).

3.3c

Clinical practice assessments include formative feedback from the university supervisor and written reflection focused on elements of TPE 7, with a particular focus on 7.5/foundational skills (see 425 clinical practice overview and 440 clinical practice overview). Candidates also receive specific feedback focused on the elements of foundational skills instruction through the 425 fieldwork observation form and 440 fieldwork observation form.

Appendix B, Part 4 = Appendix C, continued

Table 4.1			
TPE	**Introduce/Primary Coverage**	**Practice**	**Assess**
7.6 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	• 428 ELA ELD framework reading reflection • 428 activating prior knowledge • 428 academic vocabulary • 440 sourcebook meaning making	• Program lesson plan template (prior knowledge) • 428 designated ELD lesson plan • 428 integrated ELD lesson plan • 428 440 IES guide reading • 440 reading comprehension lesson • 440 morphology lesson • 440 critical literacy book presentation • 492 culture in the classroom • 492 lesson plans overview	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 440 case study • 440 midterm *(multiple choice items 4-7; essay items 1 & 2)* • 440 final *(multiple choice items 3, 7-10; essay item 1)*
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	• 440 sourcebook meaning making • 428 academic vocabulary	• 428 meaning making • 440 reading comprehension lesson • 440 text structure • 492 CER model discussion	• 428 integrated ELD lesson plan • 492 lesson plans overview
7.7 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	• 428 ELA ELD framework reading reflection • 428 linguistics discussion • 428 academic vocabulary • 428 translanguaging activity	• Program lesson plan template (ELA/ELD standards, literacy focus) • 428 picture file • 428 440 IES guide reading • 440 reading comprehension lesson • 440 vocabulary	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 425 final *(multiple choice items 6, 13, 15; essay item 4)*

			• 440 final *(multiple choice item 3; essay item 2)* • 497 language development • 497 effective expression journal
Create environments that foster students' oral and written language development, including discipline-specific academic language	• 428 academic vocabulary	• Program lesson plan template (ELA/ELD standards, literacy focus, rationale questions) • 428 strategy presentation • 428 writing support strategies • 440 vocabulary	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts	• 428 picture file • 428 writing support strategies	• 440 scarborough reading rope	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging	• 428 multilingual learners foundational skills • 428 translanguaging activity	• Program lesson plan template (UDL/accommodations section, rationale questions)	• 428 fieldwork observation form • 492 culture in the classroom jigsaw
7.8 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 various purposes, audiences, and contexts.	• 425 print concepts • 428 writing support strategies • 428 linguistics discussion	• 425 lessons overview & Template • 428 designated ELD lesson plan • 428 integrated ELD lesson plan • 440 case study • 440 scarborough reading rope • 492 CER model discussion	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 497 effective expression journal
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	• 428 writing support strategies	• 440 IES guide writing • 492 self assessment	• 440 midterm *(multiple choice item 2)* • 440 final *(multiple choice item 8)* • 497 effective expression journal • 497 language development
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling,	• 425 print concepts • 425 spelling • 428 linguistics discussion	• 425 keyboarding and handwriting • 428 picture file • 440 case study	• 492 ISTE digital citizen

handwriting & other language conventions to support writing and presentations			
Teach young children letter formation/printing and related language conventions such as capitalization and punctuation, in conjunction with applicable decoding skills	• 425 print concepts • 425 decoding encoding	• 428 writing support strategies	• 440 IES guide writing

4.2 Clinical practice

In EDUC 425, candidates conduct supervised field experiences (425 clinical practice overview) focused on teaching foundational skills. Candidates identify a student in grades TK-3 in need of tutoring in reading foundational skills. They spend 5 hours in consultation with their university supervisor for discussion of planning, lesson delivery, and reflection. They spend 15 hours in one-on-one intensive tutoring focused on foundational literacy skills.

In EDUC 426, candidates conduct supervised field experiences (428 clinical practice overview) focused on students' language development. Candidates conduct observations of classroom videos with accompanying reflection activities. They spend time in consultation with their university supervisor for discussion of how the observations influence their lesson planning. They spend a total of 10 hours conducting video observations, reflection, and lesson design.

In EDUC 440, candidates conduct supervised field experiences (440 clinical practice overview) in a 4-8 grade classroom focused on reading comprehension, morphology, and whole-class instructional opportunities. They spend a total of 20 hours conducting observations, planning instruction, delivering instruction, and reflecting on instruction.

4.2a

District MOUs specify expectations for clinical practice settings and support, including emphasis on oral and written language, meaning making, language development, effective expression, and the additional cross cutting themes in literacy ("District's Responsibilities" Section 12).

4.2b

Candidates are provided a general introduction to the Teacher Performance Expectations, including the Literacy Teacher Performance Expectations, through our TE candidate handbook (see page 7) distributed upon enrollment to the program. Candidates receive information about clinical practice focused on oral and written language development (including TPEs 7.6, 7.7, and 7.8) through their course syllabi (EDUC 425 syllabus, EDUC 428 syllabus, and EDUC 440 syllabus) as well as through the clinical practice overview documents (425 clinical practice, 428

clinical practice, and 440 clinical practice). They are provided with detailed instructions and lesson templates for all clinical practice instruction (425 lesson plan template, 440 lesson plan template, 440 reading comprehension lesson overview, and 440 morphology lesson overview).

4.2c

Clinical practice assessments include formative feedback from the university supervisor and written reflection focused on elements of TPE 7 (see 425 clinical practice, 428 clinical practice, and 440 clinical practice). Candidates also receive specific feedback focused on the elements of foundational skills instruction through the 425 fieldwork observation form, 428 fieldwork observation form, and 440 fieldwork observation form.

Appendix B, Part 5 = Appendix C, continued

TPE	Introduce/Primary Coverage	Practice	Assess
Table 5.1			
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of UDL	• 428 UDL inclusion discussion	• 428 designated ELD lesson plan • 428 integrated ELD lesson plan • Program lesson plan template (rationale questions)	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 497 UDL MTSS • 497 IEP and 504
MTSS Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of MTSS	• 428 MTSS	• 428 MTSS • 425 lesson plans & Template (Tier 1) • 425 clinical practice (Tier 2) • 425 case study (Tier 2) • 440 case study (Tier 2) • 492 assessment project (Tier 1 or 2)	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 425 final *(multiple choice item 7)* • 440 midterm *(multiple choice item 1)* • 497 UDL MTSS • 497 IEP and 504
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of CA Dyslexia guidelines, including definition & characteristics of dyslexia and structured literacy	• 425 dyslexia module overview • 425 explicit intro	• 425 dyslexia screening • 425 dyslexia support • 440 scarborough reading rope • 425 explicit practice • 440 reading disabilities	• 425 fieldwork observation form • 428 fieldwork observation form • 440 fieldwork observation form • 425 midterm *(essay items 3-5)* • 440 final *(essay items 1 & 4)*
7.10 Monitor students' progress in literacy development using formative	• 425/440 sourcebook	• 428 ELA ELD framework reading reflection	• 425 case study • 425 fieldwork observation form

assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making			• 428 fieldwork observation form • 428 case study • 440 fieldwork observation form • 440 case study • 425 final *(multiple choice items 1-5, 7, & 8)* • 440 midterm *(multiple choice item 1; essay item 3)* • 440 final *(multiple choice items 1, 4 & 7; essay item 3)* • 497 progress monitoring journal
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities	• 425 dyslexia module overview	• 425 dyslexia screening • 425 dyslexia support • 440 reading disabilities	• 425 case study • 440 case study • 497 progress monitoring journal
Understand how to appropriately assess and interpret results for EL students	• 428 proficiency discussion	• 428 designated ELD lesson plan • 428 integrated ELD lesson plan	• 428 case study • 425 final *(multiple choice item 4)*
If indicated, collaborate with families/guardians, teachers, specialists, other professionals from the school or school district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings, and initiate referrals for students who need more intensive support	• 428 emerging bilingualism learning differences	• 425 case study • 428 case study • 440 case study	• 497 IEP and 504

5.2 Clinical practice

In EDUC 425, candidates conduct supervised field experiences (425 clinical practice overview) focused on using the results of screening, diagnostic, and other assessments to provide literacy instruction. Candidates identify a student in grades TK-3 in need of tutoring in reading

foundational skills. They spend 5 hours in consultation with their university supervisor for discussion of planning, lesson delivery, and reflection. They spend 15 hours in one-on-one intensive tutoring focused on foundational literacy skills based on their assessments.

In EDUC 440, candidates conduct supervised field experiences (440 clinical practice overview) in a 4-8 grade classroom focused on using the results of screening, diagnostic, and other assessments to provide reading comprehension, morphology, and whole-class instructional opportunities. They spend a total of 20 hours conducting observations, planning instruction, delivering instruction, and reflecting on instruction.

5.2a

District MOUs specify expectations for clinical practice settings and support, including exposure to screening, diagnostic, and early intervention techniques in literacy ("District's Responsibilities" Section 12).

5.2b

Candidates are provided a general introduction to the Teacher Performance Expectations, including the Literacy Teacher Performance Expectations, through our TE candidate handbook (see page 7) distributed upon enrollment to the program. Candidates receive information about clinical practice focused on learning and practicing diagnostic and early intervention techniques through their course syllabi (EDUC 425 syllabus, EDUC 440 syllabus) as well as through the clinical practice overview documents (425 clinical practice, 440 clinical practice). They are provided with detailed instructions and lesson templates for all clinical practice instruction (425 lesson plan template, 440 lesson plan template, 440 reading comprehension lesson overview, 440 morphology lesson overview).

5.2c

Clinical practice assessments include formative feedback from the university supervisor and written reflection focused on elements of TPE 7 (see 425 clinical practice, 428 clinical practice, and 440 clinical practice). Candidates also receive specific feedback focused on the elements of foundational skills instruction through the 425 fieldwork observation form, 428 fieldwork observation form, and 440 fieldwork observation form.

5.3 Incorporation of CA Dyslexia guidelines

5.3a

The California Dyslexia Guidelines are introduced in EDUC 425 through an online module created by the UC/CSU Collaborative. Candidates complete the module and participate in class discussion regarding its contents. Candidates are engaged in reading the guidelines in their entirety and participating in reflective activities based on the reading in EDUC 425. The guidelines are then expanded upon through additional course content in EDUC 425 including the following topics: structured literacy, systematic & explicit instruction, phonology, orthography, phonics,

morphology, syntax and semantics. In EDUC 425, this knowledge is applied through the creation of lesson plans that integrate candidates' understanding of the guidelines (see 425 lessons overview).

Candidates continue applying the CA Dyslexia Guidelines throughout EDUC 440 as they create lesson plans grounded in structured literacy, systematic & explicit instruction, morphology, and reading comprehension. Candidates conduct a case study grounded in multiple measures of assessment that analyzes and reports assessment results and provides recommendations for instruction aligned with the CA Dyslexia Guidelines. They also practice application of the guidelines through completion of two lesson plans (see 440 morphology lesson and 440 reading comprehension lesson).

5.3b

EDUC 425 syllabus – week 2 (introduction to CA Dyslexia Guidelines online module)

EDUC 425 dyslexia module overview (description of how candidates complete the module, guidelines ch 1-7)

EDUC 425 dyslexia screening (guidelines ch 8-9)

EDUC 425 dyslexia support (guidelines ch 10-14 & appendices)

5.3c

EDUC 425 clinical practice and EDUC 440 clinical practice provide candidates opportunities in clinical practice settings to observe and practice the concepts and strategies included in the CA Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, steps are taken to ensure that the clinical practice setting provides opportunities to practice strategies identified in the CA Dyslexia Guidelines. In EDUC 425, candidates are engaged in providing literacy tutoring using evidence-based, structured literacy instruction. Candidates practice providing instruction that is multisensory, direct, explicit, structured, and sequential. This practice continues within the context of whole-class instruction during clinical practice in EDUC 440, as candidates are expected to use evidence-based, structured literacy instruction focused on reading comprehension and morphology. Clinical practice in both courses involves oversight provided by course instructors and university supervisors who confirm completion of clinical practice requirements.

In addition to clinical practice experiences, candidates in EDUC 425 and EDUC 440 are provided with a variety of opportunities to practice literacy teaching strategies that are effective for students with dyslexia, some examples of which include planning structured instruction, writing lessons (see 425 lessons overview, 440 morphology lesson, and 440 reading comprehension lesson) and activities designed to use the results of assessments to inform instruction under the guidance of course instructors/mentor practitioners.

All candidates enroll in EDUC 425 and EDUC 440 as prerequisite courses to supervised/student teaching, and completion of these courses and the associated clinical practice experiences is checked as part of the student teaching application process and again during the credential application process.

5.3d

District MOUs specify expectations for clinical practice settings and support, including exposure where possible to settings related to students with dyslexia ("District's Responsibilities" Section 12).

5.3e

Candidates are provided a general introduction to the Teacher Performance Expectations, including the Literacy Teacher Performance Expectations (which include the CA Dyslexia Guidelines), through our TE candidate handbook (see page 7) distributed upon enrollment to the program. Specific information explaining program expectations around the CA Dyslexia Guidelines is provided through the EDUC 425 syllabus.

5.3f

Clinical practice observation tools provide opportunities for candidates to practice and receive feedback on the CA Dyslexia Guidelines through TPE 7, specifically element 7.2, as documented by the 425 fieldwork observation form and 440 fieldwork observation form.

Section specific to Preliminary Education Specialist: Mild to Moderate Support Needs

Table MM/EX Standard 7			
TPE	**Introduce/Primary Coverage**	**Practice**	**Assess**
MM/EX 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of	• 420 inclusive classroom	• 450 collaborative plan • 430 assessment reflection • 421 422 literacy profile overview • 422 case study • 425 dyslexia screening	• 430 tier 2 and 3 • 497 IEP and 504 • 497 progress monitoring • 497 UDL MTSS

Tier 3 intensive intervention; and frequently monitor students' progress in literacy development			
MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development	• 420 IRIS module cognitive disabilities • 420 IRIS module common supports • 420 IRIS module dual language learners • 425 dyslexia module overview	• 421 422 literacy profile overview • 422 case study • 450 AAC notes	• 425 dyslexia support • 450 IEP creation
MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the CA Dyslexia Guidelines, and addresses individual IEP goals	• 420 inclusive classroom • 421 science of reading	• 420 lessons overview • 420 UDL lesson template • 421 lesson template • 422 lesson template • 421 422 observation form	• 497/498 observation form • 497 content knowledge • 497 IEP and 504 • 497 progress monitoring