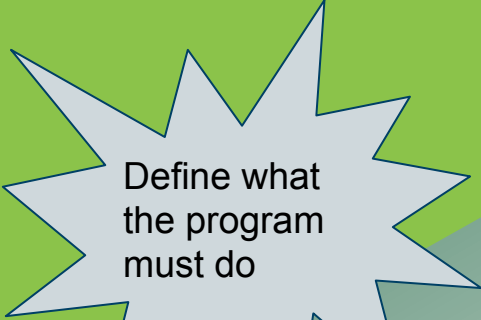# Literacy Program Standards and California Teacher Performance Expectations
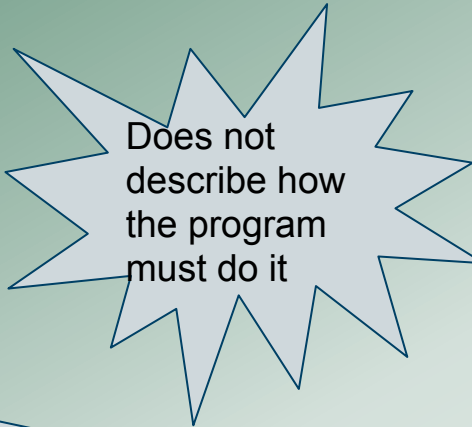# TPE 7

CSU Fullerton
Multiple Subject Credential Program
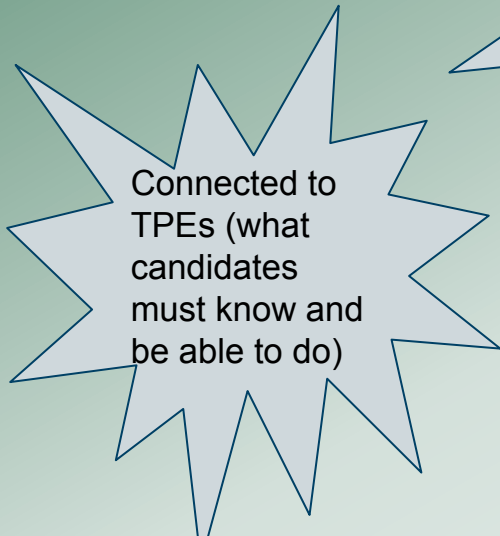Clinical Coaches and Mentor Teachers

Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet.

Define what the program must do

Does not describe how the program must do it

Connected to TPEs (what candidates must know and be able to do)

Structure of Literacy Program Standards

- Adherence to California Common Core Standards in ELA and ELD
- Literacy Themes
  - Foundational skills
  - Meaning making
  - Language development
  - Effective expression
  - Content knowledge
- Literacy instruction for all students
- Integrated and designated English Language Development
- Literacy TPEs and clinical practice to practice knowledge and skills

Spotlight on Key Concepts

- California Common Core State Standards in ELA and ELD and *ELA/ELD Framework*
- California Teacher Performance Expectations (TPEs 1 to 7) - a focus on allowing for practice of this knowledge and these skills
- Universal Design for Learning
- Asset-based pedagogies
- Just, equitable and inclusive learning environments
- Effective and varied instruction

San Diego State, College of Education

California Comprehensive State Literacy Plan

- Equity, diversity, inclusion
- Multi-Tiered System of Support
- Reflective of age, development, goals, families, SEL, trauma- informed practices
- *CA Dyslexia Guidelines*
- Integrated & designated ELD
- Multiliteracy & multilingual program
- Assessment for various purposes

CSU Bakersfield

Teacher Performance Expectations - TPEs 1 to 7

The TPEs describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

- Focus on all TPEs - 1 to 7 - throughout program duration.
- Multiple opportunities to learn, apply and reflect upon each TPE.
- Teacher candidates must understand and be able to demonstrate TPEs.
- Clinical Coach and Mentor Teacher provide opportunities to practice and reflect upon TPEs, as well as provide feedback.

7.1 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

What does it mean?

Integrate ELA or ELD Standards in content area lesson plans.

What does it look like in the field?

Instruction reflects CA's MTSS framework, knowledge of inclusive academic instruction including screening and monitoring, best first literacy instruction for all students including "ELs."

Instruction is grounded in equity, age-appropriate, motivating, engaging, and intellectually engaging.

Multilingualism is leveraged as an asset for learning.

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.1 during coursework, fieldwork and student teaching.

7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and 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–Referrals for intensive intervention); 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).

What does it mean?

Include instruction on MTSS, UDL, Dyslexia and include specific lesson plan modifications for students struggling with reading.

What does it look like in the field?

- Demonstration of tier-1, tier-2, and tier-3 lesson planning and teaching

- Universal screeners for dyslexia (2025)

- Knowledge of California Dyslexia Guidelines

- Differentiation included in lesson planning/teaching

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.2 during coursework, fieldwork and student teaching.

7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education programs.

What does it mean?

Ensure instruction is asset based, inclusive, and culturally and linguistically affirming.

What does it look like in the field?

Create a welcoming environment that respects and accurately reflects the cultural, linguistic, and social diversity of children and youth.

Make literacy experiences relevant to students' experiences, everyday life, or current events.

Promote multilingualism as an asset and translanguaging.

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.3 during coursework, fieldwork and student teaching.

7.4 Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, 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 materials and tasks, and identified academic standards.

What does it mean?

Provide content area instruction that is age and developmentally responsive, includes family engagement, social emotional learning, trauma informed practices, and ELA standards.

What does it look like in the field?

- Social Emotional Learning Strategies infused in literacy instruction

- Family Engagement Activities/Strategies

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.4 during coursework, fieldwork and student teaching.

7.5 Foundational Skills
Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; 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), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text.

Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. *Multiple Subject and Single Subject Candidates*: 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.

What does it mean?

Includes direct, systematic, and explicit well organized instruction on foundational skills such as phonological and phonemic, phonics, spelling, decoding, morphological awareness & fluency that is practiced in connected decodable text and is appropriate for learners.

What does it look like in the field?

- Direct, Explicit, Systematic Instruction

  - Direct - define and teach a concept, models the learning process, guides student through application, extends guided practice until mastery is achieved.

  - Systematic - planned sequence for instruction.

  - Explicit - concept is clearly explained and skills are clearly modeled.

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.5 during coursework, fieldwork and student teaching.

7.6 **Meaning Making.** 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. 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.

What does it mean?

Include best practices for comprehending and higher order thinking skills related to content specific texts. *(S.S. Ex. How do you read a biography? Sci- How do you comprehend the results of a science experiment?)*

What does it look like in the field?

- Emphasis on building background knowledge
- Thematic Units, text sets, wide reading
- Less "random" skill instruction in literacy
- Higher Order Thinking Questions embedded in all lesson plans
- Examining Topics from Multiple Perspectives

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.6 during coursework, fieldwork and student teaching.

7.7 Language Development.
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. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

What does it mean?

Emphasize oral and written language across all areas of language arts (reading, listening, speaking, writing).

What does it look like in the field?

- Explicit Instruction in Listening & Speaking
- Oral Language Emphasis (K-1)
- Writing embedded in content areas
- Inclusion of grammar, syntax in writing lessons
- Vocabulary development across thematic units/wide reading/text sets

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.7 during coursework, fieldwork and student teaching.

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 and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and 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.

What does it mean?

Include a broad variety of student presentations, allowing time for planning, writing, discussion & feedback, as well as integration of technology and multimedia to enhance presentations.

Multiple ways to present/express their writing. Depending on age, consider various conventions and modes such as keyboarding, handwriting, etc.

What does it look like in the field?

- Demonstrate knowledge of types of writing that students read, discuss, and produce (opinion, informative/explanatory, narrative, other e.g., poetry)

- Writing is taught explicitly and modeled, and significant time is dedicated to writing in multiple contexts for multiple purposes.

- Understand how to foster the development and organization or students' writing appropriate to task, purpose, and audience including:

  - Use of the writing process (planning, drafting, revising,, editing, rewriting, trying a new approach, evaluating, and sharing with others)

  - Use of effective writing strategies, including graphic organizers to support planning and organization.

  - Use of mentor texts.

  - Analysis of writing prompts and students' writing.

  - Use of legible printing and cursive or joined italics - Explicit practice in handwriting, spelling, conventions, grammar.

  - Use of technology, including keyboarding, and multimedia.

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.8 during coursework, fieldwork and student teaching.

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 in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, 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.

What does it mean?

Integrate reading, writing, speaking, and listening into your content area.

Practice reading content area trade books.

Emphasis on digital literacy and digital citizenship in educational technology.

What does it look like in the field?

- Content Areas should include literacy/language arts

- Digital Literacy

- Evaluate Resources

- Digital Citizenship

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.9 during coursework, fieldwork and student teaching.

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. 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. Understand how to appropriately assess and interpret results for English learner students. If indicated, 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

What does it mean?

Assess and progress monitor students through literacy assessments inclusive of dyslexia and other literacy related disabilities.

Communicate assessment results.

Plan and provide instruction based on assessment results and progress monitoring.

What does it look like in the field?

- Comprehensive Literacy Assessments that include focus on foundational skills (PAST, DIBELS, LETRS, etc.)
- Universal Screener for Dyslexia (2025)
- Analysis and Interpretation of Results on Assessments
- Regular Progress Monitoring
- Collaboration with Families

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.10 during coursework, fieldwork and student teaching.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students 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, and prior educational experiences. 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.

What does it mean?

Understanding the connection and integration of ELD/ELA instruction.

Build knowledge of ELD standards, levels of proficiency, and best practices.

What does it look like in the field?

- Lessons include ELD Standards
- Lesson supports for ELD Students
- Targeted Small Group Instruction for ELD Students
- ELD Strategies embedded across Content Areas

Teacher Candidate gains opportunities to learn about, practice and reflect upon TPE 7.11 during coursework, fieldwork and student teaching.

How did this impact the credential program?

- Revision to coursework - assignments, readings, class discussions, etc.
- Requirements for clinical practice observations
- New Literacy Performance assessment (CalTPA Cycle 2) and replacement of RICA in Fall 2025

How does this impact your role supporting clinical practice?

- Teacher candidates must be placed with Mentor Teachers who will model instruction that is based on the program standard and TPEs 1 to 7 and provide opportunities for Teacher Candidates to observe, practice and get feedback on all 7 TPEs.
- Clinical Coaches must learn the new program standard and TPEs 1 to 7 so they can identify practices in the field and provide feedback and coaching for Teacher Candidates on the new requirements.

Resources and opportunities for professional learning

UC/CSU Collaborative for Neurodiversity and Learning

CA Department of Education

Commission on Teacher Credentialing