

Standard 7 Certification Requirements Template (ECSE)

Part 2 OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

Indicator: 2.1. Provide [a table listing](#) all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus. Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered. (Note: Not all of Standard 7 and TPE 7 will be reviewed during the literacy certification process, but this information will be helpful to understand the design of the program with respect to literacy instruction.)

Narrative: Literacy instruction has been embedded across the following ECSE program courses: SPED 428, 514, 515, 436, 482 C, 489D, and 489C. This provides a foundation of continued learning across the program specific to TPE 7 literacy instruction and the intersections of the other TPEs and course specific content. This provides candidates the opportunity to build on needed TPE 7 skills in a sequential manner and practice these skills in their student teaching (clinical practice) settings.

Plan for Implementation: All classes listed above have been updated and will run with the TPE 7 content in fall 2024 moving forward.

Evidence:

- [SPED ECSE Table 2.1](#)

Indicator: 2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differs by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

Narrative: The TPE7 Department Lead Faculty, who also serves as the course lead faculty for the primary literacy course, created a matrix that listed all the TPE7s and courses in the program. Each lead faculty member, who has expertise in their respective course, then noted the existing TPE7s in their courses within the matrix and met regularly with the TPE 7 Department Lead Faculty. The ECSE Program Coordinator and the TPE7 Department Lead Faculty reviewed and identified courses where the missing TPE7s could be most appropriately integrated.

Next, Course Lead Faculty members with the identified TPE7 assignments reviewed their tasks and incorporated the missing TPE7-related course content into their courses. Subsequently, the TPE7 matrix was revisited to confirm that all required TPE7s were introduced, practiced, and assessed. The Field Work Coordinator also completed field-work related TPE7 alignment.

Throughout this process, the Department Chair and Associate Dean provided training and reviewed the completed matrix and tasks. This review process ensures our program's alignment with the new literacy instruction standards and teaching performance expectations.

- ECSE Program Coordinator
- Field Work Coordinator
- Department Chair
- Associate Dean
- TPE7 Department Lead Personnel
- Course Lead Faculty who teaches courses where literacy standard 7 and TPE 7 are covered

Evidence:

- [SPED ECSE Table 2.2](#)

Indicator: 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. Document evidence in table.

Narrative: The College of Education's Associate Dean led the work at the college level and our Department TPE 7 Lead Faculty collaborated with program coordinators, fieldwork coordinator, and across all faculty to weave in SB488 requirements such as TPE 7 & the Dyslexia Guidelines.

Highlights from [TPE 7 Team Notes/Work](#):

- SB488 ,TPE7, and timelines were introduced to faculty.
- Faculty teaching the literacy courses attended the CA ELA/ELD Framework webinars.
- Faculty teaching the literacy courses joined the COE TPE7 work group.
- Faculty teaching the literacy courses attended dyslexia trainings.
- Faculty teaching the literacy courses joined the COE TPE7 work group and were informed regarding the update of the TPE7 requirements from the CTC.

Evidence:

- [TPE 7 Team Work](#)

Indicator: 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.

Narrative:

The Faculty Department Lead and program coordinators used the CTC workshops and office hours for TPE 7 to enhance their knowledge on the new literacy and foundational literacy content required in SB 488. The COE supported faculty in engaging in professional learning offered during faculty meetings, when time was set aside specifically for TPE 7 implementation and understanding of SB 488. Email updates from program coordinators and faculty who are active in fieldwork along with the clinical practice coordinator will communicate with the Mentor Teachers and other birth-22 partners. The Department of Special Education Handbook was updated with all new information. This handbook is provided to our ECSE candidates. Training materials specific to TPE 7, SB488, and the Dyslexia Guidelines were provided to ECSE clinical coaches during meetings.

Plan for Implementation: We have updated our department handbook and training materials and these have been reviewed at the clinical coach training in May 2024 and will be reviewed again at the coach meeting in September 2024. Resources for SB488 have been placed in both the clinical practice and department canvas site for faculty to engage in, including Dyslexia modules available online. SB 488, TPE 7, and the Dyslexia guidelines have been addressed at faculty meetings and as agenda items in spring 2024 and will continue to be on the agenda for fall 2024. Further, courses have been updated and reviewed by the Department Faculty Lead.

Evidence:

Professional learning:

- <https://ca-literacy-dyslexia-collab.ucla.edu/>
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/resouce-guide-on-preparing-teachers-for-effective-literacy-instruction-final.pdf?sfvrsn=915d22b1_13

[Department of Special Education Handbook](#)

Trainings Materials:

- [Orientation to the Universal TPE 7](#)
- [TPE 7 and Dyslexia Coach Training](#)
- [May 2024 Training Agenda](#) - will also be used in fall

Indicator: 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?

Narrative: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components

where TPE7 & the Dyslexia Guidelines were integrated. This training included an overview of where these were located across our classes. In September 2024, clinical coaches will review those changes again.

In Summer/Fall 2024, PK-12 school partners, including cooperating teachers, will be informed by email about the upcoming changes in fieldwork components/requirements (as well as information regarding upcoming performance assessment requirements) where TPE7 is incorporated to meet SB488.

Plan for Implementation: In May 2024, the clinical coaches received the training as listed above. Coaches will receive this training again in September 2024. Further, letters for district partnerships and mentor teachers will begin going out with placements and will continue to go out throughout summer/fall 2024. A training addressing SB 488, TPE 7 and the Dyslexia Guidelines for the mentor teachers has been developed and will be provided in September 2024. ECSE coaches will receive training on the LPA during the fall clinical coaches meeting in September 2025. All mentor teachers and PK-12 partners will also be informed and provided with information regarding upcoming performance assessment requirements (e.g. Literacy TPA, edTPA, RICA).

Evidence:

[Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)

[District Letter addressing SB488, TPE7, Dyslexia Guidelines](#)

[Mentor Teacher Letter addressing TPE 7 and Dyslexia Guidelines](#)

Indicator: 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?

Narrative: We have faculty (Dr. Jung, Dr. Lee, and Dr. Larios) with expertise in literacy instruction for multilingual/English learner students who participated in program review. Dr. Lee oversaw all coursework revisions across all credentials including ECSE. ECSE Coordinator and course faculty who lead courses in the program met with Dr. Lee to discuss and implement new content.

Plan for Implementation: Beginning fall 2024, faculty will teach courses with the new content embedded in the prerequisites and throughout the program (SPED 371, 425, 428, 514, 515, 436, 482 C, 489D, and 489C). 489D and 489C are our clinical practice courses.

Evidence:

[ECSE Course Table](#)

[ECSE Collaboration Table](#)

436 - literacy class with the [ELD standards, ELA/ELD Framework](#), and [student learning goals and related objectives](#)

489C - infant/toddler/preschool lesson plan: [DLL considerations](#)

489D - TK/K lesson plan: [ELA/ELD standards, ELL considerations](#)

Indicator: 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.

Narrative: The links are listed in the syllabi below that address ELA and Literacy Standards, ELD, and ELA/ELD Framework. ELA and Literacy Standards, the ELD and ELA Framework and the Infant/Toddler & Preschool Learning Foundations are listed in multiple syllabi.

ECSE Program

[SPED 436](#) - ELA standards, ELD standards, ELA/ELD Framework, Infant/Toddler and Preschool Learning Foundations

[SPED 482c](#) [ELA standards](#), ELD standards, ELA/ELD Framework, Infant/Toddler and Preschool Learning Foundations

[SPED 489d](#) lesson plan

[SPED 489c](#) lesson plan

Evidence:

ECSE Program

[SPED 436](#)

[SPED 482c](#)

[SPED 489d](#)

[SPED 489c](#)

Part 3 PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)

Indicator: 3.1 Program/Coursework Coverage of TPEs. Course coverage of Foundational Skills TPE 7.5 with links to specific content within course syllabi.

ECSE Foundational Skills

Program/Coursework coverage of TPEs located in 3.2 narrative below.

Evidence:

(links within narrative below)

Indicator: 3.2. Coursework Coverage of Standard 7 – Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

Narrative:

ECSE Foundational Skills

We have thoroughly addressed all components of Standard 7, foundational skills, throughout our ECSE program. Firstly, foundational skills are comprehensively covered in SPED 436, Literacy for Early Childhood Special Education Specialists, which serves as our primary early literacy course. In this course, teacher candidates are introduced, practiced, and assessed in all foundational skills specified in TPE 7.5, covering the infant to kindergarten age range. Through age-appropriate activities and instruction, such as shared book reading, dialogic reading, and creating a print-rich environment, candidates develop a solid understanding of these skills. While Appendices D provide a comprehensive overview with linked syllabus evidence, examples of how the ECSE program covers all the foundational skills in address below.

The print concepts, including letters of the alphabet, are introduced through weekly activities of exploring [Alphabet Knowledge](#) and a website where [Print Concepts](#) are introduced (week 2), practiced via the [Weekly Literacy ECE Planning Form](#), and assessed via the [Project Core Alphabet Knowledge](#) assignment.

Phonological awareness, including phonemic awareness, is introduced through a [Video-Phonemic Awareness](#) (week 7), practiced via the [Weekly Literacy ECE Planning Activity \(Form\)](#), and assessed through [Chapter 3 questions](#).

Phonics and spelling skills are introduced through a reading assignment from [ABC Foundations for Young Children](#) (week 10), practiced through accompanied activities in [Chapter 10 “Comprehensive Literacy for All”](#), and assessed via [Chapter 10 questions](#).

Decoding and encoding are introduced through the [Practical Strategies for Decoding and Encoding](#) video in Week 7, practiced through [Chapter 10 “Comprehensive Literacy for All”](#)-related activities, and assessed by completing [Chapter 10 questions](#). Finally, morphological awareness and related skills are introduced through a [Shared Writing](#) lesson activity and videos accessible to students via Canvas and syllabus ([morphology instruction](#) & [decodable books](#)), are practiced and assessed by completing the [Weekly Literacy ECE Planning Form](#).

Finally, our teacher candidates are ensured to practice and be assessed in their instruction-related competencies in foundational skills through [Multicultural presentation](#) and [completed weekly lesson plan](#) assignments.

Lastly, teacher candidates practice and are assessed on their instructional knowledge in teaching foundational skills with authentic student populations through clinical field works: [489D Directed Teaching in SPED \(Pre-K\)](#), [489D Directed Teaching in SPED \(TK-K\)](#), and [489C Directed Teaching in SPED Lesson Plan \(Infant/Toddler\)](#).

Evidence:

- (links within narrative above)
- [Appendix D \(Table 3.1\)](#)

Indicator: 3.3 Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills – Provide direct links to evidence demonstrating how the program ensures that candidates are in settings that allow them opportunities to practice teaching students foundational skills. This documentation must include all the following:

3.3a. Communication/Agreement with Districts regarding clinical practice – Direct link(s) to locations in sample MOU(s) with LEAs or [other documentation provided to districts](#) outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations 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.

Narrative: Districts and mentor teachers will be notified about clinical practice details and requirements as we have secured them for the fall 2024 clinical practice placements. From spring 2024 moving forward districts will be provided information in the form of a letter/email and mentor teachers will be provided a letter/email and training to address 3.3a. Additionally, the fieldwork coordinator and coaches are trained and can support the mentor teachers and site administrators during candidate student teaching. The LPA is being developed for ECSE and information will be included in the handbook.

Plan for Implementation: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines were integrated. In September 2024, clinical coaches will review those changes again.

From Summer/Fall 2024 and moving forward, districts will receive a letter/email which includes information about SB 488, TPE/TPAs, including TPE/TPA 7 and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE/TPA 7. Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPEs/TPAs including TPE/A 7 and the Dyslexia Guidelines.

Evidence:

- District Letter addressing:
 - [SB488](#),
 - [TPAs, LPA](#)

- [TPE7](#),
- [Dyslexia Guidelines](#)
- [Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
- Mentor Teacher Letter addressing
 - [TPAs, LPA](#)
 - [TPE 7](#)
 - [Dyslexia Guidelines](#)
- [ECSE TPE Evaluation](#) (mentor teachers receive this evaluation when clinical practice begins)

3.3b. Candidate Information – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

Narrative: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7. Lastly, the ECSE evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice. The LPA for ECSE is still being developed and will be incorporated into clinical practice.

Implementation: The Handbook has been updated. Lesson plans and observations forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward.

Evidence:

- [Department of Special Education Handbook](#)
- Lesson planning forms across [489C/D](#) provide practicing teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide formative feedback to guide improvement.
- ECSE Weekly Activities [example](#)
- [ECSE TPE Evaluation](#) (candidates review this at their first clinical practice seminar which is prior to the start of clinical practice)

3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to locations in clinical practice observation tools/assessments to ensure that candidates are practicing teaching these skills and are being provided formative feedback to guide improvement.

Narrative & Plan for Implementation: Candidates will be taught skills in coursework and will implement these skills in their clinical practice. Infant/toddler, preschool and/or TK/K clinical practice happens in 489C in fall semester where candidates will plan lessons utilizing lesson plan forms that address TPE7, ELA and ELD standards as well as the ELA/ELD framework. In this semester, candidates also enroll in SPED 436 (Literacy course) which provides opportunities to use both formative and summative literacy assessments. In addition, candidates enroll in SPeD 514 (Early Education Assessment) which provides additional instruction in using various language, communication and AAC assessments. Additionally, clinical coaches have been trained to support and provide feedback to candidates in these areas as well as the Dyslexia

Guidelines. Candidates will also receive evaluations that address. In 489D, preschool or TK/K clinical practice, candidates have weekly assignments that address observation and assessment to practice their skills. Candidates are given feedback in courses.

Evidence:

- Lesson planning forms across [489C/D](#) provide practice teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide formative feedback to guide improvement.
- [Evaluation form across 489C/D.](#)
- [SPED 436](#)
- [SPED 514](#)
- [SPED 515](#)

Part 4 PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Indicator: 4.1. Program/Coursework Coverage of TPEs – Submission of [Table 4.1](#) (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8.

Narrative: Program/coursework coverage highlights the TPEs and includes TPEs related to strong foundational skills, literacy, language, and comprehension components for candidates. Oral language development and prewriting and early writing skills are addressed.

Implementation: Coursework contained TPEs 1-6 and now include TPE 7. Revised classes will be taught in Fall 2024 moving forward.

Evidence:

- [ECSE Appendix D \(Table 4.1\)](#)

4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:

4.2a. Communication/Agreement with Districts – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting,

information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

Narrative: Districts and mentor teachers will be notified of candidates' needs specific to clinical practice as we secure the mentor teachers/placements for the fall 2024 clinical practice. From summer/fall 2024 moving forward, districts will be provided information in the form of a letter/email and mentor teachers will be provided a letter/email and training to address candidate requirements. Additionally, coaches are trained and can support the mentor teachers and site administrators during candidate student teaching. Our ECSE program ensures that teacher candidates have numerous opportunities to practice TPEs related to oral and written language, as demonstrated by the following evidence.

Plan for Implementation: From Summer/Fall 2024 and moving forward, districts will receive a letter/email which includes information about SB 488, TPE 7, and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE 7. Additionally, a mentor teacher training has been developed, which discusses the expectations for candidates related to the TPEs, including TPE 7 and the Dyslexia Guidelines.

The ECSE program ensures that teacher candidates are going into placements that are aware of these requirements and have multiple opportunities to address these TPEs related to oral and written language in their lesson plans and observation forms as well.

Evidence:

- District Letter addressing:
 - [SB488](#),
 - [TPAs, LPA](#)
 - [TPE7](#),
 - [Dyslexia Guidelines](#)
- [Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
- Mentor Teacher Letter addressing
 - [TPAs, LPA](#)
 - [TPE 7](#)
 - [Dyslexia Guidelines](#)
- Lesson planning forms across [489C/D](#) provide practicing teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide formative feedback to guide improvement.
- [ECSE TPE Evaluation](#) (mentor teachers receive this evaluation when clinical practice begins)

4.2b. Candidate Information – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

Narrative: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage

students in the TPEs, including TPE 7. Lastly, the ECSE evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice.

Plan for Implementation: The Handbook has been updated. Lesson plans and observation forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Candidates submit weekly activities that align with the TPEs, including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will focus on this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward.

Evidence:

- [Department of Special Education Handbook](#)
- [Evaluation form across 489C/D.](#) (candidates receive these prior to the beginning of clinical practice)

SPED 489C/D

- 1) [C lesson plan](#)
- 2) [D lesson plan](#)
- 3) [C/D weekly activities](#)
- 4) [C/D observation form](#)

4.2c. Candidate Clinical Practice Opportunities – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

Narrative: Candidates are ensured they are able to practice these skills and are provided formative feedback to guide improvement in various ways including their lesson plans, weekly activities, and the formative observation. Candidates are observed and provided feedback six times each semester and participate in two semesters of clinical practice, totaling 12 formal observations and feedback.

Plan for Implementation: Candidates are observed six times each semester for a total of 12 times throughout their clinical practice experience in the program. The candidates submit lesson plans prior to each observation and receive verbal and written feedback from their clinical coach. Additionally, they submit weekly activities that align with the TPEs including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will focus on this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. This is a current practice and now TPE 7 has been added to all these documents. These newly revised documents will be used in Fall 2024 and moving forward.

Evidence:

SPED 489C/D

- [C lesson plan](#)
- [D lesson plan](#)
- [C/D observation form](#)
- ECSE Weekly Activities [example](#)
- [ECSE TPE Evaluation](#) (candidates review this at their first clinical practice seminar which is prior to the start of clinical practice)

Part 5 ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Indicator: 5.1 Program/Coursework Coverage of TPEs – Submission of Table [Appendix D - Table 5.1](#) which includes specific TPEs related to diagnostic techniques that inform teaching and assessment as well as early intervention techniques.

Narrative: Ongoing diagnostic techniques that inform teaching and assessment, and early intervention techniques, are outlined in a table (Appendix D, Table 5.1). The table addresses components of TPE 7 and lists which course and assignments introduce and primarily cover the concepts, provide opportunities to practice the concept, and include how the concept is assessed. Specific courses related to diagnostic techniques include SPED 436, 514, and 515.

Plan for Implementation: The courses have been recently revised to encompass TPE 7 with new content, assignments, and assessment and will be implemented in fall 2024 and moving forward.

Evidence:

- [Appendix D - Table 5.1](#)
- [488 office hour notes](#)
- [CA Dyslexia Collaborative](#)

Indicator: 5.2. Clinical Practice Opportunities for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.

5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to clinical practice settings that ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

Narrative: Clinical practice opportunities for candidates to practice diagnostic techniques that inform teaching and assessment and early

intervention techniques are woven into both semesters of the program. Clinical practice settings ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques.

Plan for Implementation: From Fall 2024 we will use the documents below to ensure districts and mentor teachers are aware of the TPEs, including TPE 7, as well as ELA, ELD and Dyslexia Guidelines for exposure and practice as part of their classroom experience.

Evidence:

- District Letter addressing:
 - [SB488](#),
 - [TPAs, LPA](#)
 - [TPE7](#),
 - [Dyslexia Guidelines](#)
- [Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
- Mentor Teacher Letter addressing
 - [TPAs, LPA](#)
 - [TPE 7](#)
 - [Dyslexia Guidelines](#)
- Lesson planning forms across [489C/D](#) provide practicing teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide formative feedback to guide improvement.
- [ECSE TPE Evaluation](#) (mentor teachers receive this evaluation when clinical practice begins)
- ECSE Weekly Activities [example](#)
- [CA Dyslexia Collaborative](#)
- [SB488 office hour notes](#)

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning and practicing diagnostic techniques as well as early intervention techniques.

Narrative: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7. Lastly, the ECSE evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice.

Plan for Implementation: The Handbook has been updated. Lesson plans and observation forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Candidates submit weekly activities that align with the TPEs, including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they focus on this area. Lastly, candidates are

formally evaluated by their mentor teacher and clinical coach at the end of the semester. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward.

Evidence:

- [ECSE TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)
- [Department of Special Education Handbook](#)

SPED 489C/D

- 5) [C lesson plan](#)
- 6) [D lesson plan](#)
- 7) [C/D weekly activities](#)
- 8) [C/D observation form](#)

5.2c. Links to specific location(s) in clinical practice observation tools to ensure that candidates are being provided opportunities to practice these skills and given feedback to guide improvement.

Narrative: Candidates are ensured they are able to practice these skills and are provided formative feedback to guide improvement in various ways including their lesson plans, weekly activities, and the formative observation. Candidates are observed and provided feedback six times each semester and participate in two semesters of clinical practice, totaling 12 formal observations and feedback. In addition, assignments related to observation and assessment are completed in SPED 436, 514 and 515.

Plan for Implementation: Candidates are observed six times each semester for a total of 12 times throughout their clinical practice experience in the program. The candidates submit lesson plans prior to each observation and receive verbal and written feedback from their clinical coach. Additionally, they submit weekly activities that align with the TPEs including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will focus on this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. This is a current practice and now TPE 7 has been added to all these documents. These newly revised documents will be used in Fall 2024 and moving forward. SPED 436, SPED 514 and SPED 515 have been updated for Fall 24 and Spring 25 with language, communication and foundational literacy skill assessments and assignments.

Evidence:

- Lesson planning forms across [489C/D](#) provide practice teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide formative feedback to guide improvement.
- ECSE Weekly Activities [example](#)

- [ECSE TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)

Indicator: 5.3 Incorporation of California Dyslexia Guidelines [Appendix D Table 5.1](#)

Narrative & Plan for Implementation: The California Dyslexia Guidelines are embedded throughout all credential programs, including ECSE. Introduction and deeper explanation of content, opportunities to practice using the guidelines, and assessment of Dyslexia has been embedded in various ways throughout our courses. Please see below. This will be implemented starting fall 2024 and moving forward.

Our ECSE Program ensures that CA Dyslexia Guidelines are incorporated throughout the program coursework as noted in the evidence section below. Additionally, they are noted in the Department Handbook.

Evidence:

- Appendix D - Table 5.1
 - [7.2](#)
 - [7.10](#)
 - [7.13](#)
- [CA Dyslexia Collaborative](#)
- [Department of Special Education Handbook](#)

Our ECSE Program ensures that CA Dyslexia Guidelines are incorporated throughout the program coursework as follows:

- Chapter 1: A Twenty-First-Century Definition of Dyslexia ([SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 2: The neuroscience of dyslexia ([SPED 489c](#); [SPED 482c](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 3: Dyslexia as a language-learning disability ([SPED 436](#))
- Chapter 4: Characteristics of Dyslexia by age group-strengths and weaknesses ([SPED 436](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 5: Socioemotional Factors of Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 6: When the Concern May Not Be Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 7: Dyslexia in English-Language Learners ([SPED 489c](#))
- Chapter 9: Screening and Assessment for Dyslexia ([SPED 515](#); [SPED 515](#) P&A)
- Chapter 10: Special Education and 504 Plans ([SPED 428](#))
- Chapter 11: Effective Approaches for Teaching Students with Dyslexia ([SPED 436](#)) - Structured Literacy ([SPED 436](#))

- Chapter 10: Assistive Technology ([SPED 428](#))
- Chapter 13: Information for Parents and Guardians ([SPED 371](#) through Introduction to Dyslexia Module)

Indicator: 5.4a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates. (300 words or less).

Narrative & Plan for Implementation: The California Dyslexia Guidelines are embedded throughout all credential programs, including ECSE. Introduction and deeper explanation of content, opportunities to practice using the guidelines, and assessment of Dyslexia has been embedded in various ways throughout our courses. Please see below. This will be implemented starting fall 2024 and moving forward.

Our ECSE Program ensures that CA Dyslexia Guidelines are incorporated throughout the program coursework as follows:

- Chapter 1: A Twenty-First-Century Definition of Dyslexia ([SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 2: The neuroscience of dyslexia ([SPED 489c](#); [SPED 482c](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 3: Dyslexia as a language-learning disability ([SPED 436](#))
- Chapter 4: Characteristics of Dyslexia by age group-strengths and weaknesses ([SPED 436](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 5: Socioemotional Factors of Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 6: When the Concern May Not Be Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 7: Dyslexia in English-Language Learners ([SPED 489c](#))
- Chapter 9: Screening and Assessment for Dyslexia ([SPED 515](#); [SPED 515](#) P&A)
- Chapter 10: Special Education and 504 Plans ([SPED 428](#))
- Chapter 11: Effective Approaches for Teaching Students with Dyslexia ([SPED 436](#)) - Structured Literacy ([SPED 436](#))
- Chapter 10: Assistive Technology ([SPED 428](#))
- Chapter 13: Information for Parents and Guardians ([SPED 371](#) through Introduction to Dyslexia Module)

Evidence:

- Please see above (Implementation list)
- Appendix D - Table 5.1
 - [7.2](#)
 - [7.10](#)
 - [7.13](#)
- [CA Dyslexia Collaborative](#)

- [Department of Special Education Handbook](#)

Indicator: 5.4b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.

Narrative:

Our ECSE Program ensures that CA Dyslexia Guidelines are incorporated throughout the program coursework as follows:

- Chapter 1: A Twenty-First-Century Definition of Dyslexia ([SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 2: The neuroscience of dyslexia ([SPED 489c](#); [SPED 482c](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 3: Dyslexia as a language-learning disability ([SPED 436](#))
- Chapter 4: Characteristics of Dyslexia by age group-strengths and weaknesses ([SPED 436](#); [SPED 371](#) through the Introduction to Dyslexia Module)
- Chapter 5: Socioemotional Factors of Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 6: When the Concern May Not Be Dyslexia ([SPED 489c](#); [SPED 371](#) through Introduction to Dyslexia Module)
- Chapter 7: Dyslexia in English-Language Learners ([SPED 489c](#))
- Chapter 9: Screening and Assessment for Dyslexia ([SPED 515](#); [SPED 515](#) P&A)
- Chapter 10: Special Education and 504 Plans ([SPED 428](#))
- Chapter 11: Effective Approaches for Teaching Students with Dyslexia ([SPED 436](#)) - Structured Literacy ([SPED 436](#))
- Chapter 10: Assistive Technology ([SPED 428](#))
- Chapter 13: Information for Parents and Guardians ([SPED 371](#) through Introduction to Dyslexia Module)

Evidence:

- Appendix D - Table 5.1
 - [7.2](#)
 - [7.10](#)
 - [7.13](#)
- [CA Dyslexia Collaborative](#)
- Links as shown in narrative above

5.4c. Clinical Practice – Explain how the program ensures that all candidates have opportunities in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to ensure that there are other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. Describe how the program is tracking the clinical practice experiences related to dyslexia that each candidate is provided.

Narrative:

All candidates working with students birth to Kinder will have practice with the concepts and strategies used in the California Dyslexia Guidelines. Case studies, websites, and activities are available for candidates to read about Dyslexia and apply strategies identified by the California Dyslexia Guidelines. The Canvas Fieldwork classes track the completion of these experiences by case study completion (seminar with an assignment), as well as planning and implementation of lessons and coach feedback on observations. Our infant/toddler student teaching experience has not included the dyslexia guidelines because the students are outside the scope of the targeted age.

Evidence:

- [Department of Special Education Handbook](#)
- Lesson planning forms across [489C/D](#) provide practice teaching these specific skills.
- Clinical Practice observation forms across [489C/D](#) provide [formative feedback to guide improvement](#).
- [ECSE TPE Evaluation](#) (candidates review this at their first clinical practice seminar which is prior to the start of clinical practice)

5.4d. Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to students with dyslexia.

Narrative: From Summer/Fall 2024 and moving forward, districts will receive a letter/email which includes information about SB 488, TPE/TPA 7 and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE/TPA 7. Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPEs/TPAs including TPE/A 7 and the Dyslexia Guidelines. Lastly, coaches are trained and can support the mentor teachers and site administrators during candidate student teaching.

Plan for Implementation: From Summer/Fall 2024 and moving forward, districts will receive a district letter which includes information about SB 488, TPE/TPA 7 and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE/TPA 7. Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPEs/TPAs including TPE/A 7 and the Dyslexia Guidelines.

On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines are integrated. In September 2024, clinical coaches will review those changes again.

Evidence:

- [Department Handbook](#)
- District Letter addressing:
 - [SB488](#),
 - [TPAs, LPA](#)
 - [TPE7](#),
 - [Dyslexia Guidelines](#)
- [Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
- Mentor Teacher Letter addressing
 - [TPAs, LPA](#)
 - [TPE 7](#)
 - [Dyslexia Guidelines](#)
- [ECSE TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)

5.4e. Candidate Information – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines.

Narrative & Plan for Implementation:

The Dyslexia Guidelines and other materials have been developed to address 5.4e. Students enrolled in the ECSE program at CSUF are provided with information related to literacy standards in the Department Handbook, Course Syllabi, Clinical Coach Observation Form, and the TPE Final Evaluation.

Evidence:

- [Department of Special Education Handbook](#)
- [ECSE TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)

ECSE candidates will have several seminars that include TPE 7 and Dyslexia Guidelines:

- 489C: [Seminar 2](#), [Seminar 3](#)
- 489D: [Seminar 2](#), [Seminar 3](#), and [Seminar 4](#).

In addition, the candidates will read about the Dyslexia Guidelines across several weeks ([here](#) & [here](#)). These experiences will be documented on the candidate's lesson plans ([preschool](#) & [TK/K](#)) and weekly activities where the candidate shares about their ongoing experience with targeted literacy instruction.

5.4f. Candidate Clinical Practice Opportunities – Direct link(s) to locations in clinical practice observation tools that document that candidates have opportunities to practice and be provided feedback on the skills identified in the California Dyslexia Guidelines.

Narrative:

Teacher candidates in the ECSE programs have field-based practice related to dyslexia in SPED 489C & D.

All candidates working with students birth through age kindergarten will have practice with the concepts and strategies used in the California Dyslexia Guidelines. All candidates will have an opportunity to work with this age population during both semesters of clinical practice.

ECSE candidates will have several seminars that include TPE 7 and Dyslexia Guidelines:

- 489C: [Seminar 2](#), [Seminar 3](#)
- 489D: [Seminar 2](#), [Seminar 3](#), and [Seminar 4](#).

In addition, the candidates will read about the Dyslexia Guidelines across several weeks ([here](#) & [here](#)). These experiences will be documented on the candidate's lesson plans ([preschool](#) & [TK/K](#)) and weekly activities where the candidate shares about their ongoing experience with targeted literacy instruction.

Evidence:

- Please see the narrative above in addition to what is mentioned below.
- District Letter addressing:
 - [SB488](#),
 - [TPAs, LPA](#)
 - [TPE7](#),
 - [Dyslexia Guidelines](#)
- [Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
- Mentor Teacher Letter addressing
 - [TPAs, LPA](#)
 - [TPE 7](#)
 - [Dyslexia Guidelines](#)
- [ECSE TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)