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Information

Professional Services Committee

Proposed Revisions to Teacher Preparation Program Standards 7A, 7B, and 8B(d)

Executive Summary: This agenda item presents proposed revisions to teacher preparation program standards 7A, 7B, and 8B(d) in order to align these program standards with revised RICA specifications adopted by the Commission as well as with the new state Reading/Language Arts Framework. The item also provides a discussion of potential implementation options for both the standards and the RICA examination.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.
- ◆ Conduct, monitor, and evaluate the programs and systems the Commission operates to maintain quality and assure the systems align with each other and other state systems.

March 2008

Proposed Revisions to Teacher Preparation Program Standards 7A, 7B, and 8B(d)

Introduction

This agenda item presents proposed revisions to the teacher preparation standards 7A, 7B, and 8B (d) in order to align these program standards with revised specifications for the Reading Instruction Competence Assessment (RICA) examination recently approved by the Commission and with the new state Reading/Language Arts Framework. The item also provides a discussion of potential implementation options for both the new standards and the RICA examination.

Stakeholder comment on the proposed revised standards will be sought during this spring and the proposed revised standards as well as an implementation plan will be brought to the Commission for consideration and adoption at the June 2008 Commission meeting.

Background

At the November 2007 meeting, the Commission approved revised Reading Instruction Competence Assessment (RICA) content specifications in alignment with the new state Reading/Language Arts Framework. The revised content specifications impact the content of the RICA examination as well as of multiple and single subject teacher preparation program standards 7A, (Preparation to Teach Reading-Language Arts for Multiple Subject Candidates), 7B (Preparation to Teach Reading-Language Arts for Single Subject Candidates) and 8B (Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject English Candidates). The revision to the content specifications has a significant effect on teacher preparation programs, as these programs have the responsibility of preparing multiple subject candidates for the RICA examination and of preparing single subject candidates to teach English in accordance with state academic content standards and frameworks. At the December 2007 Commission meeting staff presented a plan to review and update multiple and single subject teacher preparation program standard 7 to reflect the revised content related to the effective teaching of reading. In January 2008, a Reading Standards Revision Writing Group crafted proposed revised Standards 7A (multiple subject), 7B (single subject), and 8B(d) (single subject pedagogy for English).

Process for Revision of Teacher Preparation Program Standards 7A, 7B (Preparation to Teach Reading-Language Arts) and Standard 8B(d), Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject English Candidates)

The current multiple and single subject teacher preparation program standards 7A, 7B, and 8B(d) were aligned with the 1997 *K-12 English–Language Arts Content Standards* and the draft 1999 *K-12 Reading/Language Arts Framework*. These references have now been superseded by the new *K-12 Reading/Language Arts Framework (2007)*.

At the September 26, 2007 meeting of the RICA Design Team, which was the group working on the RICA validity study, the members were asked to review teacher preparation program

standards 7A and 7B to determine the alignment of these standards with the revised RICA content specifications. The RICA Design Team was augmented for purposes of this conversation by additional experts in secondary level reading issues. Commissioner Leslie Peterson Schwarze, the Commission liaison to the Design Team, and Commissioner Guillermo Gomez also attended this meeting.

The expanded group suggested revisions would be necessary to align teacher preparation program standards 7A and 7B given the revision to the Reading/Language Arts Framework and the existence of new RICA content specifications adopted by the Commission in November 2007. A two-day meeting with a small group of experts (including members from RICA Design Team) to develop drafts of revised Standards 7A and 7B was planned for January 2008.

On January 28-29, 2008 the Reading Standards Revision Writing Group met to discuss potential revisions to multiple and single subject teacher preparation program standards 7A and 7B. A list of the attendees at this meeting can be found in Appendix A. The Reading Standards Revision Writing Group included representatives from K-12 districts and institutions of higher education, a representative from the California Department of Education, and a former staff member for the State Board of Education. The Chair and Vice Chair of the Curriculum Commission, who also served on the Reading/Language Arts Subject Matter Committee with oversight for the 2007 edition of the framework, were also members of the expert panel.

In reviewing standards 7A and 7B, the group referred to the related Teaching Performance Expectations (TPEs) 1A (Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments) and 1B (Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments). These TPEs are included as Appendix B. Since the RICA examination addresses only the reading domain of the Reading Language Arts Framework, the writing group initially considered addressing the other domains of writing, written and oral English conventions, and speaking and listening within teacher preparation program standard 8A (Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject Candidates) and including only the reading domain in program standard 7A. After further discussion, the group decided to incorporate all of the domains of reading language arts as defined by the 2007 Reading/Language Arts Framework into program standard 7A (Multiple Subject Reading, Writing, and Related Language Instruction in English). Given the interconnections among the domains of the Reading/Language Arts Framework, it is important to address the domains in one single standard, program standard 7A. This provides a clear indication to teacher preparation programs that although the RICA examination only addresses the Reading domain within the standard, the program itself will need to address all of the domains contained with the program standard.

The writing group next considered program standard 7B, which pertains to single subject candidates. The group felt that program standard 7B (Single Subject Reading, Writing and Related Language Instruction in English) would also need to include the content to be learned by candidates across all of the single subject disciplines. Further, there were also implications for teacher preparation program standard 8B(d) (Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates in English), so revisions were suggested to this standard as well that reflect content aligned with the 2007 Reading/Language Arts Framework.

The proposed revised Standards 7A, 7B, and 8B(d) are provided in Appendix C.

Discussion of Implementation Plan Options:

Staff anticipates obtaining stakeholder feedback on the revised program standards between March and May, 2008. During this same time frame, staff will also obtain input from teacher preparation program sponsors regarding the process for modifying their programs to address the proposed revised standards.

After the Commission meeting in March 2008, two approaches could be taken to the implementation of both the standards and the RICA examination. The first option would be to require implementation of the revised RICA examination as of fall 2009. Under this option, the RICA examination would be revised in 2008-09 as has been already planned, and would be ready for administration beginning with the August 2009 test date. Program sponsors would be provided with technical assistance in understanding and responding to the revised standards, including revising their program coursework content, starting in May 2008 and would have to implement the revised coursework during the 2008-09 school year so that candidates beginning the program in 2008-09 would be prepared to take the revised RICA examination.

The second approach would be to postpone the implementation of the revised RICA examination until the August 2010 test date. Under this option, the RICA examination would be revised in 2008-09 as has already been planned, and would be ready for administration beginning with the August 2010 test date. Program sponsors would be provided with technical assistance in understanding and responding to the revised standards beginning in May 2008, but would have the 2008-09 school year to modify their program coursework and then implement the revised coursework with candidates beginning in the 2009-10 school year.

Staff seeks Commission direction regarding these potential implementation options.

Appendix A

Reading Standards Revision Writing Group

Nancy Brynelson	California State University Office of the Chancellor
Pamela Dunham	San Joaquin County Office of Education
Nancy Frey	California State University, San Diego
Barbara Glaeser	California State University, Fullerton
Deborah Keys	Oakland Unified School District
Mary-Alicia McRae	Salinas City Elementary School District
Geri Mohler	California Department of Education
Nancy Kotkosky	Los Angeles Unified School District
Debbie Tjerrild	Gonzales Unified School District
Dale Webster	California State Board of Education/Sacramento County Office of Education

Commission Liaison

Guillermo Gomez	Member of the Commission
Leslie Peterson Schwarze	Member of the Commission

Commission Staff to the Design Team

Terry Janicki	Consultant, Commission on Teacher Credentialing
Teri Clark	Administrator, Commission on Teacher Credentialing
Yvonne Novelli	Consultant, Commission on Teacher Credentialing

Appendix B

Related Teaching Performance Expectations (TPEs)

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Appendix C
Draft Revised Standards 7A, 7B, and 8B(d)

Draft Language for 7A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the RICA Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites, and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The table below indicates the necessary components that each candidate’s instruction and field experiences must include.

	Reading	Writing	Listening and Speaking
Instructional Planning/ Objectives/ Design	<ul style="list-style-type: none"> • Strategic selection and sequencing of information to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • 2. Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization 		
	Reading	Writing	Listening and Speaking
Instructional Delivery	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> • word analysis • fluency • vocabulary, academic language, 	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing 	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and

	Reading	Writing	Listening and Speaking
	<p>and background knowledge</p> <ul style="list-style-type: none"> • reading comprehension • literary response and analysis <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement , questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application 	<p>strategies, applications, and conventions</p> <ul style="list-style-type: none"> • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling). 	<p>speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing.</p> <ul style="list-style-type: none"> • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).
	Reading	Writing	Listening and Speaking
Assessment	<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> • entry level assessment for instructional planning 		<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to</p>

	Reading	Writing	Listening and Speaking
	<ul style="list-style-type: none"> • monitoring student progress • post test or summative assessment 		analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/ Differentiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> • using flexible grouping, individualized instruction, and whole-class instruction as needed • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) 		

Draft Language for 7B: Single Subject Reading, Writing, and Related Language Instruction in English

The Single Subject Teaching Credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners. Each candidate's instruction and field experience include a variety of components. The Single Subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
 - Orientation (e.g., engagement, teacher demonstration)
 - Presentation (e.g., explicit instruction, modeling, pacing)
 - Structures practice (e.g., reinforcement, questioning, feedback)
 - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- utilize content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- know and understand research-based instructional approaches that build comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
 - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
 - learn new and important content vocabulary and review cumulatively and periodically during the school year
 - read independently (at skill level) in the content areas in order to promote vocabulary development

- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
 - read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research)
 - use professional language from a variety of sources
 - initiate and participate in discussions that extend their academic language
 - engage in independent reading from a variety of sources

- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
 - experience a variety of informational texts reference works, including but not limited to magazines, newspapers, online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*.
 - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
 - develop comprehension skills through writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments)

- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
 - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts and statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing).
 - apply the general strategies of organization and focus, revision, and research methodology described in the writing standards.
 - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
 - to craft writing at the depth and complexity necessary for their subject matter and grade level.
 - to present research via multiple pathways- in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

Draft Language for 8B(d): Pedagogical Preparation for Subject-Specific Content Instruction by English Single Subject Candidates

The Single Subject Teaching Credential teacher preparation program effectively prepares candidates to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, and students with disabilities.
- Assess both formally and informally student progress to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by their use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Writing instruction (inclusive of the writing process) on conventions, genres (i.e., response to literature, informational, persuasive, and technical), conducting research, and applications that allows students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select text for reinforcement of independent reading habits.
- Opportunities for listening and speaking including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.

Appendix D

Currently Adopted Standards 7A, 7B, and 8B (d)

Preparation to Teach Reading-Language Arts

PROGRAM STANDARD 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

- 7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that

incorporate listening, speaking, reading and writing for speakers of English and English learners.

- 7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:
- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
 - (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
 - (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
 - (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.
- 7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.
- 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- 7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- 7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

PROGRAM STANDARD 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

- 7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.
- 7B(c) Each candidate's instruction and field experience include (but are not limited to) the following components:
- (i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
 - (ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
 - (iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
 - (iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.
- 7B(d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- 7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.
- 7B(g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

PROGRAM STANDARD 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

8B(a) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.

Appendix E

Source Materials Used by the Reading Standards Revision Design Team

- TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (Teaching Reading-Language Arts in a Multiple Subject Assignment) (Included in Appendix B)
- TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (Teaching English-Language Arts in a Single Subject Assignment) (Included in Appendix B)
- Current RICA Content Specifications
- Current Teacher Preparation Program Standard 7 (2001)
- [2007 Reading/Language Arts Framework](#).
- [Preparing Teachers to Teach Reading Effectively](#), a CSU Chancellor's Office publication