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# 3D

## Action

### *Educator Preparation Committee*

#### **Possible Adoption of New Teaching Performance Expectations Addressing Teaching Reading and Developing Literacy**

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**Executive Summary:** This agenda item presents for review and possible adoption draft Teaching Performance Expectations (TPEs) that explicitly address the knowledge, skills, and abilities necessary for the development of literacy, including the teaching of reading.

**Recommended Action:** Staff asks that the Commission review the draft TPEs focusing on teaching reading and developing literacy and, if appropriate, adopt the TPEs.

**Presenters:** Sarah Solari Colombini, Consultant, and Phyllis Jacobson, Administrator, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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## Possible Adoption of New Teaching Performance Expectations Addressing Teaching Reading and Developing Literacy

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### Introduction

This agenda brings for consideration the draft Teaching Performance Expectations (TPEs) addressing the teaching of reading and development of literacy back to the Commission. The TPEs were shared with the Commission at its [September 2019 meeting](#). Feedback from stakeholders has been collected and analyzed. This item includes the feedback staff received from stakeholders about the draft TPEs.

### Background

In early 2019, staff worked with a Reading and Literacy expert group ([Appendix A](#)) which met initially in February 2019 to consider the implications of the 2014 ELA/ELD student content standards for teacher preparation. The expert group focused specifically on the development of TPEs as part of an overall effort to update and align these systems. The group's efforts resulted in draft Literacy TPEs intended to align with the current state student standards in this area and to augment the Commission's current TPEs. Subsequent to this initial meeting, staff then worked with the panel's draft TPE language and further consulted the [English Language Arts/English Language Development Framework](#) (2014) to ensure that important concepts in the framework were represented in the draft TPEs. The Reading and Literacy Subject matter expert group was reconvened in August 2019 to review this updated draft and make final suggestions for consideration by the Commission during its September 2019 meeting. All of this work resulted in the set of draft Literacy TPEs as presented in this agenda item.

As was stated at the agenda item presentation, the Literacy TPEs were out for stakeholder feedback, therefore, no formal action was recommended at that time. This item presents a summary of the stakeholder feedback and incorporates changes that were suggested.

There are three sections to the draft TPEs. These sections individually address the following types of preliminary credential candidates:

- [All teachers](#) – this TPE language is new and addresses all general education and all special education teacher candidates. The language would be added to the beginning of Part 2 of the TPEs, following the *Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy* and before the *English Language Development in Relation to Subject-Specific Pedagogy*.
- [Multiple Subject teachers and Education Specialist teachers](#) – this TPE language would replace the current Part 2 subject-specific pedagogy TPE language for Multiple Subject and Education Specialist teacher candidates and focuses specifically on teaching English language arts.
- [Single Subject English teachers](#) – this TPE language would replace the current Part 2 subject-specific pedagogy TPE language for Single Subject English teacher candidates.

### Feedback Gathered on the Draft TPEs

To gather feedback from stakeholders, staff developed questions and created an electronic survey. Each of the six questions was a Yes/No question with the opportunity for the responder to identify additional information.

1. Does the TPE language appropriately align with the ELA/ELD Framework?
2. Is the draft language clear?
3. Is there any content missing from the TPE language?
4. Is there any language that should be removed?
5. Is the TPE language job-related for all beginning teachers/ beginning Multiple Subject teachers/ beginning Single Subject English teachers?
6. Are the skills described in the TPE language needed by all beginning teachers/ beginning Multiple Subject teachers/ beginning Single Subject English teachers on their first day?

The survey was divided into three sections to mirror the structure of the Literacy TPEs. The first part of the survey addressed the portion of the TPEs that is applicable to all beginning teachers, the second part of the survey addressed the TPEs that are unique to all Multiple Subject teachers and Education Specialist teachers and the final portion of the survey addressed the TPEs designed for all Single Subject English teachers. This way specific feedback could be gathered for each section of the draft Literacy TPEs. Staff has divided the analysis of stakeholder feedback into the three subsequent sections.

#### **All Beginning Teachers**

One hundred twenty seven individuals provided feedback on the draft language addressing what all beginning teachers should know and be able to do at the time of recommendation for the preliminary teaching credential. Not all responders provided feedback to each question. The number and percent who responded are shown in the table below:

<b>All Beginning Teachers</b>	<b>Yes</b>	<b>No</b>
1. Does the TPE language appropriately align with the ELA/ELD Framework?	118 93%	9 7%
2. Is the draft language clear?	108 87%	16 13%
3. Is there any content missing from the TPE language?	45 36%	79 64%
4. Is there any language that should be removed?	13 11%	107 89%
5. Is the TPE language job-related for all beginning teachers?	112 93%	8 7%
6. Are the skills described in the TPE language needed by all beginning teachers on their first day?	95 79%	26 21%

Respondents who believed that there was missing language from the TPEs identified language in the areas of integrated and designated ELD, language that referred to the TPEs applying to Education Specialists, and the inclusion of language referencing knowledge, skills and abilities relating to students with dyslexia. Respondents included suggestions such as “Beginning

teachers recognize the importance of articulating with designated ELD providers so as to support students’ learning of language demands specific to integrated ELD content learning.” In addition, comments included the idea that “beginning teachers need to understand what dyslexia is and how best to use a structured approach to teach students with reading difficulty.”

Staff determined that much of what was identified as missing with respect to the English Language Development references is already addressed in English Language Development in Relation to Subject Specific Pedagogy of Part 2 of the TPEs, within Part 1 of the TPEs in TPEs 1, 3, 4, and within the actual ELA/ELD framework. With respect to the inclusion of references to Education Specialists in the language of the TPEs, staff acknowledges that the TPEs are for all teachers and has revised the language in the TPEs to include Education Specialists. Since reading and literacy are gateways to a student’s learning, the TPE language has also been amended to include the following statement, which identifies what all teachers should know and be able to do to assist struggling readers:

Beginning teachers “...demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies.”

These revisions can be found in [Appendix B](#) on page 8. When survey responders were asked to identify language that should be removed, the feedback was that no language should be removed. Instead, the comments from stakeholders expressed concern about the expectations of a beginning teacher. Comments included statements such as “it is a bit overwhelming for the beginning student teacher.”

This language, if adopted, will be added to the Part 2 of the TPEs between the section addressing *Developmentally Appropriate Practices in Relation to Subject Specific Pedagogy* and the section addressing *English Language Development in Relation to Subject-Specific Pedagogy*.

**Beginning Multiple Subject Teachers**

One hundred fifteen individuals provided feedback on the draft language addressing what all beginning Multiple Subject teachers should know and be able to do at the time of recommendation for the preliminary Multiple Subject credential. Not all responders provided feedback to each question. The number and percent who responded are shown in the table below:

<b>All Beginning Multiple Subject Teachers</b>	<b>Yes</b>	<b>No</b>
1. Does the TPE language appropriately align with the ELA/ELD Framework?	101 92%	9 8%
2. Is the draft language clear?	77 88%	11 12%
3. Is there any content missing from the TPE language?	33 38%	53 62%
4. Is there any language that should be removed?	10 12%	74 88%
5. Is the TPE language job-related for all beginning multiple subject teachers?	79 91%	8 9%

<b>All Beginning Multiple Subject Teachers</b>	<b>Yes</b>	<b>No</b>
6. Are the skills described in the TPE language needed by all beginning multiple subject teachers on their first day?	73 85%	13 15%

The stakeholder feedback that addressed all beginning Multiple Subject teachers included suggestions that the following additions be made to the draft TPEs:

- Add ‘Education Specialists’ to the language since these candidates are held to the same requirements as Multiple Subject candidates in this area;
- Add language about meeting the needs of struggling readers including readers with dyslexia;
- Include English Language Development;
- Address foundational skills and include grammar and vocabulary; and
- Include asset based instruction.

As staff reviewed this feedback, it was determined that “Education Specialists” should be included into the language of the TPEs. In addition, language referring to the knowledge, skills and abilities concerning assisting struggling readers should be added to this section. These additions can be found in [Appendix C](#), which contains the revised Literacy TPEs for Multiple Subject and Education Specialist teachers.

With respect to the other concepts identified, staff determined that Part 2: Subject Specific Pedagogy and the ELA/ELD framework contain the specific references to English Language Development. In addition, the foundational skills, including reference to grammar and vocabulary, are addressed in the draft TPEs, and are also covered comprehensively within the ELA/ELD frameworks. Assets-based instruction is currently covered in Part 1 of the TPEs so no modifications were made to the TPE language based on this feedback.

The TPE language included in [Appendix C](#) addressing All Beginning Multiple Subject Teachers, if adopted, will replace what is currently in Part 2: Subject Specific Pedagogy under the same heading.

***Beginning Single Subject English Teachers***

Ninety-eight individuals provided feedback on the draft language addressing what all beginning Single Subject English teachers should know and be able to do at the time of recommendation for the preliminary Single Subject English credential. Not all responders provided feedback to each question. The number and percent who responded are shown in the table below:

<b>All Beginning Single Subject English Teachers</b>	<b>Yes</b>	<b>No</b>
1. Does the TPE language appropriately align with the ELA/ELD Framework?	84 93%	6 7%
2. Is the draft language clear?	49 94%	3 6%
3. Is there any content missing from the TPE language?	17 32%	36 68%
4. Is there any language that should be removed?	2 4%	50 96%

<b>All Beginning Single Subject English Teachers</b>	<b>Yes</b>	<b>No</b>
5. Is the TPE language job-related for all beginning single subject English teachers?	53 98%	1 2%
6. Are the skills described in the TPE language needed by all beginning single subject English teachers on their first day?	45 88%	6 12%

The results of the staff analysis of the feedback related to the section of the TPEs that addressed Beginning Single Subject English Teachers concluded that stakeholders suggested the additions of foundational skills, the philosophical importance of reading, and pedagogy techniques. Staff determined that the foundational skills are covered within the ELA/ELD frameworks. In addition, both the philosophical importance of reading and pedagogy techniques are covered in TPE4: Planning Instruction and Designing Learning Experiences for All Students of Part 1 of the TPEs.

When stakeholders were asked what should be removed from the Beginning Single Subject English Teacher section, many respondents suggested that the five themes of 1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills be removed. Since the ELA/ELD frameworks are organized around these themes staff concluded that it would not be appropriate to follow this suggestion.

As a result, no modifications were made to the Teaching English Language Arts in a Single Subject Assignment portion of the TPEs version that was presented at the September Commission meeting. [Appendix D](#) contains the version of Teaching English Language Arts in a Single Subject assignment that would replace the current section of the TPEs that has the same title.

**Modifications to the Draft TPEs Based on Feedback**

In summary, the proposed modifications to the TPEs are as follows:

*All Beginning Teachers:*

1. Add Education Specialist candidates in this section.
2. Add this sentence: They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies.

*All Multiple Subject and Education Specialist Teachers:*

1. Add Education Specialist candidates to this section.
2. Add language referring to the knowledge, skills, and abilities concerning supporting struggling readers, including students with dyslexia, with research based effective reading strategies.

*All Single Subject English Teachers:*

1. No modifications.

### **Timeline for Programs to Address the Revised TPE Language**

When the Commission updates its requirements, institutions sponsoring that type of educator preparation program are allowed sufficient time to understand the new requirement, review the current program, decide what program modifications need to be made, develop the additional content, and complete the institutional review and approval processes. This usually takes up to two years. Staff suggests that Commission-approved preliminary teacher preparation programs be encouraged to complete this review and update the portions of their programs that address the teaching of reading and developing literacy as quickly as possible. However, due to institutional review and approval processes and timelines for courses, staff suggests that institutions not be held accountable for the new language until the 2021-22 year.

### **Staff Recommendation**

Staff recommends that the Commission review the feedback from the stakeholder survey and the modifications proposed for the literacy TPEs and, if appropriate, adopt the additional TPE language.

### **Next Steps**

Staff notes that when the Commission adopts TPEs, preparation programs are expected to demonstrate for accreditation purposes how and where in their program the TPEs are taught by faculty practiced by candidates, and candidate competency with respect to the TPEs is assessed. Assessment at this level is developed by the program as part of its overall curriculum for teacher preparation. Accreditation teams look for evidence that candidate assessment is occurring, and determines whether in their professional judgment it is adequate and appropriate in the context of coursework and in response to the TPEs. Should the Commission adopt the proposed literacy TPEs, the accreditation process will focus on the new TPE language beginning in the 2021-22 year.

**Appendix A**  
**Reading and Literacy Subject Matter Expert Group**

**Members of the Literacy Expert Work Group**

<b>Member</b>	<b>Institution/Agency</b>
Rhianna Casesa	CABTE/Sonoma State University
Aileen Allison-Zarea	California Department of Education
Jennifer Howerter	California Department of Education
Michelle Jones	California Kindergarten Association /CCSESA, Teachers College of San Joaquin
Nancy Brynelson	California State Center for the Advancement of Reading
Mimi Miller	California State University, Chico
Hallie Yopp Slowik	California State University, Fullerton
Chandra McPeters	Stockton Unified/California Teachers Association
Danette Brown	La Habra City/California Teachers Association
Gabriela Rodriguez	Live Oak Unified/California Teachers Association
Mark Jacobs	Fullerton Elementary/California Teachers Association
Tara Warmerdam	Fresno Pacific University
Young-Suk Kim	University of California Irvine
Shervaughnna Anderson-Byrd	University of California, Los Angeles
Michele McConnell	University of San Diego

**Commission Staff**

William Hatrick	Commission on Teacher Credentialing
Sarah Solari	Commission on Teacher Credentialing
Katie Croy	Commission on Teacher Credentialing
Phyllis Jacobson	Commission on Teacher Credentialing
Cheryl Hickey	Commission on Teacher Credentialing

## Appendix B

### Draft TPE Language for All Teacher Candidates

#### **Literacy Practices in Relation to Subject-Specific Pedagogy**

All multiple and single subject and education specialist beginning teachers understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the *ELA/ELD Framework*. They plan and implement lessons that support students' *meaning making* and subject-specific *language development* as students read, write, and converse in each content area. They support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' *content knowledge* ([Framework, Chapters 2, 6 and 7](#)). They plan and implement lessons that address the *foundational skills* of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction.

All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, *graphica*<sup>1</sup>, graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum.

Further information about the five themes of literacy development is available in the Part 2: Teaching English Language Arts in a Multiple Subject Assignment and Teaching English Language Arts in a Single Subject Assignment sections below.

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<sup>1</sup> *Graphica* refers to graphic novels, books, branding, logos, emojis, and other materials that use images to convey meaning

## Appendix C

### Draft TPE for Multiple Subject and Education Specialist Candidates

#### Teaching **English Language Arts** in a Multiple Subject Assignment

Beginning multiple subject/Education Specialist teachers apply their knowledge of the California Standards in English Language Arts/English Language (ELA/ELD) Development to frame their planning, instruction, and student assessment in the area of literacy. They demonstrate the ability to design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards. Beginning teachers 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, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning multiple subject/Education Specialist teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

They apply the five key themes of literacy instruction as described below:

**Meaning Making:** Beginning multiple subject/Education Specialist teachers understand that *meaning making* is the central purpose of reading, writing, spoken/signed language, and all forms of communication in all subjects. They effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences.

They teach literal and inferential comprehension of text as well as critical reading. They identify challenges posed by complex texts and support students' ability to navigate increasingly complex text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos). They help students learn to read strategically, analytically,

critically<sup>2</sup>, and with a critical lens, and write and converse meaningfully about content across the curriculum, and monitor their understanding.

They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking. They help students develop increasingly sophisticated oral and written interpretations of texts and presentations, including identifying and citing specific evidence, expressing an opinion, explaining their reasoning and defending a point of view, and developing and supporting an argument, as appropriate to the grade level, student knowledge and skill level, and content area.

**Language Development:** Beginning multiple subject/Education Specialist teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills on an increasingly complex level as students move through the elementary grades. They help students understand the importance of well-developed vocabulary in their literacy development and knowledge acquisition, and they demonstrate effective teaching of vocabulary both directly through word study (including examination of morphology and etymology where and as appropriate) and indirectly through the use of wide reading of appropriate high quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context. Beginning teachers learn how to facilitate students' learning of complex sentence and text structures. They plan for and encourage students' use of academic language across the content areas. Beginning teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices.

Beginning multiple subject/Education Specialist teachers understand and can explain the advantages of multilingualism and multiliteracy, and how becoming increasingly literate in one language supports and enhances literacy in another language. They also understand the importance of transfer between languages, and for students who speak one or more languages than English, they are able to support their students in transferring skills across these multiple languages.

**Effective Expression:** Beginning multiple subject/Education Specialist teachers support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication within each content area. They teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes,

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<sup>2</sup> Reading *strategically, analytically, and critically* refers to the skills of adjusting reading based on purpose, using reading strategies to understand, think about, analyze, and critique increasingly complex texts, as well as to question an author's intent, purpose, and bias

including to share narratives and convey ideas, information, opinions, and arguments as appropriate to students' grade and developmental levels.

They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They ensure that students can apply knowledge of conventions (e.g., grammar, punctuation, capitalization, and spelling) as appropriate for the grade level and context. They use appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).

Beginning multiple subject/Education Specialist teachers demonstrate an understanding of the value of the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment (translanguaging<sup>3</sup> techniques) as an effective practice when supporting the development of expression in a variety of contexts.

**Content Knowledge:** Beginning multiple subject/Education Specialist teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication into every subject area.

They provide opportunities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. They use strategies for capitalizing on and extending students' background knowledge and language relevant to a particular text and/or discipline. Beginning teachers promote students' engagement in research, inquiry and project-based learning where and as appropriate to expand students' knowledge and pique their interest in the content. They provide access to the content curriculum through appropriate integrated and designated language development practices and strategies for English learners. They help students understand the strengths and limitations of media and multiple information sources within the content discipline(s) and to evaluate the credibility of information obtained through these sources.

**Foundational Skills:** Beginning multiple subject/Education Specialist teachers demonstrate understanding of the crucial role of the foundational literacy skills of reading, and they are able

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<sup>3</sup> **Translanguaging techniques:** Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

to assess, plan for, explicitly teach, and support students' development of print concepts, phonological and phonemic awareness, phonics, word recognition, and fluency. They demonstrate instruction that ensures the application of these skills in learning to read and communicate their ideas, opinions, and knowledge in writing in a variety of contexts and learning experiences. Beginning teachers promote students' understanding of the alphabetic principle, ability to read single-syllable and multisyllabic words, and acquisition of accurate and rapid word recognition (including teaching sight words). Beginning teachers demonstrate understanding of how to use the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They recognize in their planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge.

## Appendix D

### Draft TPE Language for Single Subject English Teacher Candidates

#### **Teaching English Language Arts in a Single Subject Assignment**

Beginning Single Subject English Language Arts (ELA) teachers understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students. Beginning single subject ELA teachers study, observe, and practice the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills. They integrate and apply the five key themes of literacy instruction, consistent with the grade levels, developmental levels, literacy learning needs, and prior knowledge and experiences of their students, to advance students' English Language Arts/English Language Development as described below. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.

They understand principles of language acquisition and learning (including first, dual, and multiple languages as well as Standard English), consistent with the principles of the *ELA/ELD Framework*. They demonstrate how to make English Language Arts comprehensible to students at various English language proficiency levels and they model and encourage the use of all forms of language as tools for thinking, learning, and communicating, including academic discourse and structured conversations across disciplines.

Beginning single subject teachers know how to determine or assess the skill level of students through the use of meaningful indicators of literacy proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform and adjust instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning single subject teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

**Meaning Making:** Beginning single subject /ELA teachers help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects. Beginning teachers effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests).

They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum.

Beginning single subject ELA teachers teach literal and inferential comprehension of text as well as reading with a critical lens. They teach students to recognize and use text features and structures to facilitate and communicate meaning, and they teach them to cite specific evidence when offering an oral or written analysis of a text or presentation and supporting an argument with claims. Beginning single subject ELA teachers identify challenges posed by complex texts and support students' ability to navigate text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos), to read strategically, analytically, critically, and with a critical lens, and to monitor their understanding as they become increasingly independent in reading texts inside and outside of class. They employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

**Language Development:** Beginning single subject ELA teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills. They understand the importance of well-developed vocabulary as well as its role in literacy development and knowledge acquisition, and they understand how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature and other text, rich oral language interactions, and context. Beginning teachers learn how to facilitate students' deeper understandings of syntax (i.e., the way that words are combined into phrases and sentences and the way that sentences are structured and ordered to convey particular meanings) and the structure of complex texts. They plan for and foster students' use of general academic and subject-specific language across the content areas. Beginning single subject ELA teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), and culturally and linguistically sustaining instructional practices. Beginning teachers understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

**Effective Expression:** Beginning single subject ELA teachers teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments. They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated argumentative, informative/explanatory, and narrative texts and for students to

adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions). They support students in learning to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness, for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling. Beginning single subject ELA teachers demonstrate an understanding of the value of translinguaging<sup>4</sup> techniques as an effective practice when supporting the development of expression in a variety of contexts.

**Content Knowledge:** Beginning single subject ELA teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of literary and informational texts. They demonstrate the ability to pair literary and informational texts and integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication across text genres. They use strategies for capitalizing and extending students' background knowledge and language relevant to a particular text genre. Beginning single subject ELA teachers promote students' engagement in research, inquiry, and project-based learning and help students develop research questions, locate information from multiple sources, and evaluate its credibility. Beginning teachers plan opportunities for students to read independently across genres in ways that build on and expands students' interests and fosters engagement.

Beginning single subject ELA teachers model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications). ([Framework](#), Chapter 10)

**Foundational Skills:** Beginning single subject ELA teachers demonstrate understanding of the crucial role of the foundational skills of reading in reading and writing development. They promote students' ability to read multisyllabic words and guide students in applying the foundational skills in a variety of reading and writing learning experiences. Beginning single subject ELA teachers apply their knowledge of the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They support students in being metacognitive about their own problem-solving strategies while reading.

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<sup>4</sup> **Translinguaging techniques:** the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment. Translinguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

Beginning teachers are able to identify students who need additional support with foundational skills and make appropriate referrals for assistance while supporting their continued practice and development within their grade-level English language arts classroom.