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Action

Educator Preparation Committee

Proposed Literacy Program Standards and Teaching Performance Expectations Pursuant to Senate Bill 488 for Education Specialist Low Incidence Disability Areas

Executive Summary: This agenda item presents for the Commission's review and potential adoption of the proposed Literacy Program Standards and Teaching Performance Expectations (TPEs) for the low incidence Education Specialist credential areas of Visual Impairments (VI), Deaf and Hard of Hearing (DHH), and Early Childhood Special Education (ECSE). The proposed Literacy Standards and TPEs for the low-incidence specialty areas have been drafted after several input sessions with expert focus groups in each area as well as a public comment meeting for each area.

Recommended Action: That the Commission review and adopt the Education Specialist VI, DHH, and ECSE credential proposed Literacy Program Standards and TPEs pursuant to SB 488.

Presenters: Nancy Brynelson, Roxann Purdue, Heather Kennedy, Consultants, Professional Services Division

Strategic Plan Goals

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.

Proposed Literacy Program Standards and Teaching Performance Expectations Pursuant to Senate Bill 488 for Education Specialist Low Incidence Disability Areas

Introduction

This agenda item presents for the Commission's review and potential adoption proposed Literacy Program Standards and Teaching Performance Expectations (TPEs) for three Education Specialist credentials – Visual Impairments (VI), Deaf and Hard of Hearing (DHH), and Early Childhood Special Education (ECSE). This item is pursuant to the Commission's work to implement Senate Bill 488 (Chap. 678, Stats. 2021). The proposed Literacy standards and TPEs for these three credentials were drafted from August – December 2022 with expert input and several rounds of feedback. To gather additional comments and feedback, Commission staff conducted a public comment session for each low incidence Education Specialist credential area in January 2023.

Requirements of SB 488

This is the Commission's fifth agenda item related to Senate Bill (SB) 488. SB 488 amended Education Code sections 44283 and 44283.2, revised the definition of the "study of effective means of teaching literacy" in Education Code 44259 (b)(4)(A) and (B), and requires the Commission to complete a series of actions related to literacy instruction. These sections of statute specify that the study of the effective means of teaching literacy include evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for struggling readers, English learners, and students with disabilities. The Commission is required to update program standards and TPEs to ensure alignment with the current State Board of Education (SBE) adopted *English Language Arts/English Language Development Framework* and incorporate the *California Dyslexia Guidelines*.

Background

Program Standards and TPEs for the three low incidence Education Specialist (VI, DHH, and ECSE) credentials are based on the Literacy Program Standards and TPEs the Commission adopted at its October 2022 meeting (Item 4A) and have been developed with content experts followed by a public comment session for each credential specialty area. Content experts who contributed to the development of the Literacy standards and TPEs for the three low incidence areas are listed in Appendix A.

A primary role of the Commission is to create and adopt program standards for educator preparation programs that are consistent with research-based practices and requirements set forth in the law. Educator preparation programs must design and implement a program for candidates that meets those standards in a manner that best fits their local and institutional contexts, situation, and candidate populations. Educator preparation programs approved by

the Commission must demonstrate how the program provides candidates with quality preparation that meets all the Commission's program standards and TPEs.
Program standards address both broad and specific topics, including the program's overall design and curriculum, as well as opportunities for candidates to learn, practice, and be assessed on their progress towards meeting the TPEs. TPEs identify the knowledge, skills and abilities teacher candidates should be able to demonstrate when they complete their teacher preparation program.

All educator preparation programs approved by the Commission must demonstrate that they meet all program standards and performance expectations applicable to the credential. The process of demonstrating that a program meets program standards and TPEs occurs through a seven-year cycle of institutional accreditation that involves documentation, review, annual reporting, and institutional site visits. The Commission's authority to accredit sponsors of educator preparation programs is detailed in EC 44372 (c) and is overseen by the Commission-appointed Committee on Accreditation. Through this process, the Commission *accredits* institutions that offer preparation programs that have been *approved* following intensive program review in response to the Commission's adopted standards of quality and effectiveness. Only programs that have been individually approved based on the Commission's standards can lead to a credential; only institutions that are accredited by the Commission's Committee on Accreditation can offer approved programs leading to a credential. For more information on the accreditation system see the Accreditation Framework.

Proposed Literacy Standards and Teaching Performance Expectations
The proposed Literacy Program Standards and TPEs, developed with guidance, comments, and feedback from experts for each low-incidence credential area and with input from the public, are included as appendices in this item. The Literacy Program Standards and TPEs for the Education Specialist VI credential may be found in Appendix B, the Education Specialist DHH credential in Appendix C, and the Education Specialist ECSE credential in Appendix D.

These proposed Literacy standards and TPEs build on the others previously approved by the Commission: Multiple Subject (MS) and Single Subject (SS) Teaching Credentials; Education Specialist Teaching Credentials – Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN); and the PK-3 ECE Specialist Instruction Credential. The intent of these proposed Literacy Program Standards and TPEs for the Education Specialist – VI, DHH, and ECSE credentials is to outline the type of program that will prepare candidates to teach literacy effectively so that all California children and students, including those with disabilities, learn to listen, speak, read, write, and think critically[1] in all academic disciplines and to fulfill the requirements of SB 488. The proposed program standards and TPEs draw from and incorporate current research in literacy related to students with visual impairments, deaf students, and young children with disabilities, as well as state academic standards, frameworks, and other policy documents, as required in SB 488.

Comments and Feedback from the Field
Separate online public comment sessions were held for each of the low incidence credential areas to allow any interested parties to comment on the draft standards and TPEs.

Visual Impairment Session
No individuals joined the session for Visual Impairment.

Early Childhood Special Education Session
Five individuals participated in the session for ECSE, and they shared that the Literacy Standard and TPEs for ECSE, in their opinion, were appropriate.

Deaf and Hard of Hearing Session
Approximately twenty individuals participated in the session for Deaf and Hard of Hearing. Several individuals recommended that the phrase or term "Listening and Spoken Language (LSL)" be removed because it is a branded methodology. It was recommended that LSL should be replaced by "English (spoken English) or other home language." One individual requested the inclusion of strategies for students who have experienced language deprivation, and others asked for clarification that braille is used primarily with deaf students with visual impairments.

[1] For students with disabilities, the terms listening, speaking, reading, and writing should be broadly interpreted. For example, listening and speaking could include American Sign Language, sign-supported speech, use of graphic symbols, or other means of communication. For deaf students, the terms *listening* and *speaking* should be interpreted to include viewing a visual language and signing based on the language of instruction and the deaf student's native language skills. For students with visual impairments, speaking and listening could include tactile or pro-tactile American Sign Language, sign-supported speech, or other means of communication. For students with complex communication needs, speaking or expressive language may entail symbolic communication, including aided language input and graphic symbols, rather than oral production. In a similar vein, reading could include the use of screen-reader technology, braille, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology.

After the public comment sessions, letters were received from California Educators for the Deaf and California Association of the Deaf that emphasized what was shared during the public comment session and recommended specific changes in the Literacy standard.

In response to all of the feedback, staff made three key changes:

- LSL was removed from the proposed standard and TPEs,
- references to braille were clarified as being related to deaf students with a secondary disability of blindness, and
- language was augmented regarding the need to address language deprivation.

Additional Feedback

In addition to the public comment sessions, staff also received feedback from the co-directors of Decoding Dyslexia California (DDCA), who submitted a letter. The letter stated that DDCA believes the proposed literacy standards are strong overall and incorporate the science of reading and critical foundational reading skills. However, they disagree with the language added to the proposed literacy program standards (Standard 7f) for VI, DHH, and ECSE that only requires supervised field experiences related to students with dyslexia "when possible" rather than being required for all Education Specialist candidates. DDCA provided links to several resources[2] that identified the importance of comorbidity of dyslexia with other disabilities. None of these resources specifically identified comorbidity with deafness or visual impairments. In addition, faculty from the California School for the Deaf and researchers in deaf education provided public comments that concepts like phonics and phonemic awareness which play a role with dyslexia are complicated with students who cannot hear. In addition, for children in ECSE programs (birth through age five), some experts argue that it is challenging with this age group to determine dyslexia or risk for dyslexia, and frequently these children have multiple cognitive, physical, or perceptual disabilities making such a diagnosis more complex.

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[2] "In addition, to learn to use instructional strategies effectively, teachers need supervised practicum opportunities, especially if they are responsible for teaching students with dyslexia." (**Source**: CA Dyslexia Guidelines, Chapter 8- Pre-Service and In-Service Preparation for Educators, page 38)

"Dyslexia often occurs in combination with other handicapping conditions (e.g., dysgraphia, dyscalculia, oral language impairment, and attention-deficit/hyperactivity disorder [ADHD])." (**Source**: CA Dyslexia Guidelines, Chapter 1-A Twenty-First-Century Definition of Dyslexia, page 4)

"Comorbidity is another important factor and consideration in the identification and treatment of dyslexia." (**Source**: CO Department of Education Dyslexia Guidelines, 7.4 The Role of Co-Morbidity in the Identification and Treatment of Dyslexia)

"Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those students have a primary learning disability in reading and language processing." (**Source**: International Dyslexia Association, Dyslexia Basics).

"Reading disability (dyslexia) - is the most common LD, representing at least 80% of all LDs, and results from deficits in phonologic processing." (**Source**: Dominguez O, Carugno P. Learning Disability. [Updated 2022 Oct 13]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2022 Jan-. Available from: https://www.ncbi.nlm.nih.gov/books/NBK554371/)

At this time, there appears to be very little research that specifically addresses dyslexia for students who are deaf, blind, or with multiple cognitive, perceptual, or physical disabilities that qualify them for an early childhood special education program. As a result, few screening instruments exist to determine dyslexia or risk for dyslexia in these student populations. Moreover, the relatively small number of students identified with these disabilities and programs to serve them limit the availability of placements for clinical practice for credential candidates, making it impractical for credential programs to guarantee these experiences for all their candidates. Based on feedback received and its analysis, staff replaced the phrase "when possible" with the phrase "where practicable," which mirrors the language for credential programs for Multiple Subject and Single Subject English candidates. Staff believe this qualifier is necessary for the low incidence Education Specialist standards because not all teacher candidates in these low incidence areas will have the opportunity to experience field placements or be placed in clinical settings for student teaching that support students who have or are at risk of developing dyslexia.

Staff Recommendation

Staff recommends that the Commission adopt the proposed Literacy Program Standards and TPEs for the Education Specialist VI, DHH, ECSE credentials.

Next Steps

Transitioning to the New Standards

If adopted, the proposed program standards and TPEs in this item would replace the 2019 Literacy TPEs beginning July 1, 2024, and all credential programs would need to be aligned with these standards by that date. A Program Sponsor Alert will be issued to ensure that all programs are notified of the new standards and their effective date. Additionally, staff will engage in technical assistance to programs throughout 2023 and 2024 to ensure that all low incidence education specialist programs be provided support for transitioning to the new standards. All three types of programs would participate in a certification process, as required by SB 488, in the 2024-25 academic year.

Inclusion of Literacy Instruction in Performance Assessment.

Upon approval of this final set of Literacy standards and TPEs for the Education Specialist VI, DHH, ECSE credentials, the Commission's newly appointed Literacy Performance Assessment Design Team will work with the Commission's Performance Assessment staff and Evaluation Systems group of Pearson, the Commission's technical assistance contractor, on updating the Commission's performance assessments to include literacy instruction as required by SB 488. A list of Literacy Design Team members is provided in Appendix E. Performance assessments that include the new literacy TPEs will be pilot tested in spring 2024 and field tested during the 2024-25 academic year so that these low incidence performance assessments are ready for operational administration fall of 2025, in accordance with SB 488.

Appendix A

Commission on Teacher Credentialing
Education Specialist Low Incidence Expert Focus Group Members

Expert Focus Group- Visual Impairments	
Cheryl Kamei-Hannan	California State University, Los Angeles
Sharon Sacks	San Francisco State University
Expert Focus Group- Deaf and Hard of Hearing	
Rachel Friedman-Narr	California State University, Northridge
Nancy Hlibok-Amman	California Department of Education
Gabrielle Jones	University of California, San Diego
Renee Polanco Lucero	John Tracy Center
Bridget Scott-Weich	John Tracy Center (retired)
Angie Stokes	John Tracy Center
Diane Taylor	Mount Saint Mary's University
Expert Focus Group- Early Childhood Special Education	
Janice Myck-Wayne	California State University, Northridge
Nina Salcedo Potter	San Diego State University

Appendix B

Proposed Program Standards and Teaching Performance Expectations for the Preliminary Education Specialist Credential: Visual Impairments

Program Standard 7: Effective Literacy Instruction for Students with Visual Impairments

The credential program's coursework and supervised field experiences prepare candidates to provide effective literacy instruction for students with visual impairments, including students who identify as deafblind, birth through age 22. Coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[1,2] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Braille Reading Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *Guidelines for Programs Serving Students with Visual Impairments*, *California Infant/Toddler Curriculum Framework*, and *California Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations (TPEs) to provide effective literacy instruction that is organized,

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[1] Literacy comprises listening, speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with visual impairments the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, low vision devices, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening for students who identify as deafblind could include tactile or pro-tactile American Sign Language, sign-supported speech, or other means of communication.

comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior language and literacy development. Candidates learn the power of language (whether spoken, signed, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, as well as principles of augmentative and alternative communication (AAC), including books and other instructional material technologies, and practices that are asset-based[3] and culturally and linguistically responsive, affirming, and sustaining[4]
b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support
c) Instruction that is responsive to individual students' age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices
d) Incorporation of the *California Dyslexia Guidelines*
e) Integrated and designated ELD
f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs
g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening and diagnostic assessments to determine students' literacy profiles, including communication needs and English learner typologies, to identify potential difficulties in reading and writing, including risk for dyslexia, and to determine strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction that is appropriate for the range of learners' ages and development—infant, toddler, prekindergarten, early and middle childhood, and adolescent. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of collaborating with other educators to provide literacy instruction. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates learn to create environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities, as well as the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

Consistent with the California *Guidelines for Programs Serving Students with Visual Impairments,* the program prepares candidates to provide literacy instruction in consultation and collaboration with general education teachers and other service providers that is responsive to students' wide range of abilities and functional vision as well as to students' linguistic, cognitive, and social strengths. They learn to read, write, proofread, and interline alphabetic and fully contracted Unified English braille as well as produce braille with a braille writer and other technology and braille production methods. Candidates learn about the impact of a sensory disability, including ocular and cerebral visual impairments and limited access to incidental learning, on literacy development, including language development and content knowledge, and they learn multisensory strategies to address this development. Candidates learn the importance of the expanded core curriculum (ECC)[5] and directly teaching concepts that are typically learned incidentally as well as providing experiential and hands-on learning opportunities. They learn to assess and provide direct ECC instruction, particularly in the areas of compensatory or functional academic skills, use of assistive technology, and sensory efficiency skills, to support students' literacy learning. Candidates learn that compensatory skills address concept development, braille and communication skills, listening skills, study and organizational skills, and accessing the general curriculum. The program also addresses the value of specific itinerant services and AAC technologies for children with multiple disabilities and complex communication needs.

The program teaches candidates to conduct specialized assessments to determine the impact of students' visual impairments on their literacy development and to identify optimal learning and communication media and settings. These include functional vision assessments, which

[5] The expanded core curriculum provides a framework for instruction in a specialized set of nine vision-related skills for students who are visually impaired. These include compensatory skills; orientation and mobility; social interaction; independent living; recreation and leisure; sensory efficiency; assistive technology; career education; and self-determination. (Program Guidelines for Students Who are Visually Impaired; Perkins School for the Blind)

determine the extent of what students can see in a variety of learning environments, and learning media assessments, which determine how students use visual, tactile, and auditory media to learn and the literacy formats (print with or without optical devices, large print, braille, digital, or dual media, with or without technology) that are best suited for different tasks.

In addition, the program teaches candidates about the impact of deafblindness on literacy learning and receptive and expressive communication. Candidates learn tactile and other instructional approaches to teach literacy to students who identify as deafblind. They also learn about communicating with students who identify as deafblind via tactile American Sign Language, pro-tactile American Sign Language, and haptics and to collaborate with specialists and interveners for hearing assessments and to directly support students' literacy learning.

7a. Foundational Skills[6]

The Education Specialist Visual Impairments credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking), letters of the print alphabet, braille letters and symbols, including contracted braille, and braille mechanics/ hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. They also learn the impact of contracted braille on mapping sound-symbol correspondences and spelling and the use of various learning media (braille, large print, optical devices, digital, or dual media) on reading fluency, specifically reading rate. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation, through printing, producing braille,

[6] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

keyboarding, or other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[7] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[8] for students with reading, writing, or other literacy difficulties and disabilities, including students with complex communication needs or at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to help conduct comprehensive literacy assessments in coordination with assessment teams, including specialized assessments related to visual impairments; develop Individualized Education Plans for students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. This includes the use of braille and other optical devices and/or AAC devices as appropriate for students with visual impairments. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines; it highlights the impact of incidental learning on comprehension and the need to make connections with and expand students' prior knowledge and experiences. In addition, the program addresses the importance of attending to and recognizing others' perspectives (theory of mind) through nuances in text

[7] See updated Bilingual Authorization Program Standards and TPEs.

[8] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

descriptions. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. Candidates learn to directly teach students to recognize and understand inferences and nuances in text descriptions that are typically learned incidentally. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed or braille words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing students opportunities to interact with a range of print/braille and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, free from visual bias, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking or communicating symbolically or tactilely, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process (including pragmatics) and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions—whether orally, tactilely, symbolically, or in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. Candidates learn to facilitate communication for students who use braille, tactile or pro-tactile American Sign Language, vocalizations, AAC devices, alternative learning media (e.g., large print, digital), or other communication strategies; they also learn to provide opportunities for experiential learning that support language development. The program focuses on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' visual impairments on their

language development. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use, including descriptive vocabulary. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, including multisensory learning; frequent independent reading; and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and concepts and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language, including pragmatics. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, braille, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; understanding of students' English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and multimodal displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate communication for students who use tactile or pro-tactile American Sign Language, vocalizations, AAC devices, or other communication strategies, including nonverbal social skills. The program teaches candidates ways to support students' recognition and interpretation of the social and emotional content of interactions and to facilitate students' interpersonal engagement. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, present, and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use braille writers; speech-to-text and text-to-speech technology; keyboarding; alternate file formats, including auditory versions; AAC and other assistive technology and learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation, through printing, producing braille, or using AAC and other assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through printed, brailled, digital, and symbolic texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. Candidates learn the particular importance of providing experiential learning, multisensory supports, and direct teaching of concepts that are typically learned incidentally for students with visual impairments. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, multisensory instruction, and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content

knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[9] and the use of accessible educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how visual impairments (ocular and cerebral), including deafblindness, and other disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech-language challenges, varied cognitive abilities, executive function disorder, deaf and hard of hearing, varied orthopedic abilities). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum -to meet the needs of individual leaners with visual impairments. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a student's disability and the range of educational needs, including sensory efficiency, functional vision, and learning media, within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/ interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with students on individual goals, and facilitating whole group activities to allow candidates to work with students on individual goals. The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and specialists of students who are deaf and hard of hearing and visually impaired), and others to

[9] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

offer additional assessment[10] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills and opportunities for self-determination based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students[11] are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.

The program incorporates the *California Dyslexia Guidelines*[12] through literacy coursework and (when possible) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of students' visual impairments and possible concurrence of dyslexia in literacy development and to plan instruction accordingly. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Candidates also learn the impact of visual impairments on language development and the implications for ELD for English learner students with visual impairments. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in

[10] See Education Specialist Visual Impairments TPE Domain 5: Assessing Student Learning for additional information.

[11] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities*, for additional information.

[12] See California Education Code 44259(b)(4)

which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[13] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for students' literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with visual impairments and other disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy TPEs and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[14] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

[13] See California Code of Regulations, Title 5, Section 11300(a, c).

[14] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

TPE Domain 7: Effective Literacy Instruction for Students with Visual Impairments

7.1 Plan and implement evidence-based literacy[1,2] instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Braille Reading Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations); the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *California Preschool Curriculum Framework* and *California Infant/Toddler Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of visual impairments on language and literacy development; the California *Guidelines for Programs Serving Students with Visual Impairments*; and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate evidence-based asset-based pedagogies,[3] inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum needs), and culturally and linguistically affirming and sustaining practices in

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[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with visual impairments the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening for students who identify as deafblind could include tactile or pro-tactile American Sign Language, sign-supported speech, or other means of communication.

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

literacy instruction recognizing and incorporating the diversity of students' cultures, languages, dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[4]

7.4 Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media, and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low-vision and AAC devices, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.

7.5 **Foundational Skills.**[5] Develop students' skills in print/braille concepts, including letters of the print and braille alphabets, including contracted braille; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, braille, digital, and oral/ tactile/symbolic), questioning, experiential multisensory and hands-on learning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 **Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, pragmatics as students read, listen, speak or communicate symbolically

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[4] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[5] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in experiential learning and in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed, brailled, and digital texts and multimedia, discussions, experiential multisensory and hands-on learning, experimentation, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[6]

7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[7] Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications. Understand how to appropriately assess and interpret results for English

[6] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[7] See Education Specialist Visual Impairments TPE Domain 5: Assessing Student Learning for additional information.

learner students.[8] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for students with visual impairments who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

7.14 Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language, voice output

[8] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, for additional information.

devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.

Appendix C

Proposed Program Standards and Teaching Performance Expectations for the Preliminary Education Specialist Credential: Deaf and Hard of Hearing

Program Standard 7: Effective Literacy Instruction for Deaf[1] Students

The credential program's coursework and supervised field experiences prepare candidates to provide effective literacy instruction for deaf students, birth through age 22, who are multilingual and/or bimodal, using American Sign Language (ASL) and/or English. Coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[2,3] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations in accordance with the California Department of Education's (CDE) Position Statement on language access. The program helps candidates understand that the ASL Content Standards are used alongside the ELA/Literacy and ELD Standards to support literacy development for students who use ASL. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching

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[1] The term *deaf* is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deaf disabled, hard of hearing, late-deafened, and hearing impaired (NAD, 2018).

[2] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[3] For deaf students, the terms *listening* and *speaking* should be interpreted to include viewing a visual language and signing based on the language of instruction and the deaf student's home language skills.

Performance Expectations (TPEs) to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior language and literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths. Candidates learn the power of language (whether signed, spoken, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program emphasizes the crucial role of language in successful literacy development. Accordingly, candidates learn the critical importance of access to language for deaf children from birth to age five, including the long-term consequences of language deprivation and the need for early intervention to ensure and support language access. They understand that deaf students using spoken English must have clear access across the speech spectrum in order to develop appropriate language skills to support literacy development and that students and families using ASL must have access to and instruction with high-quality ASL models. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, as well as principles of augmentative and alternative communication (AAC), including books and other instructional materials, technologies, and practices that are asset-based[4] and culturally and linguistically responsive, affirming, and sustaining[5]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support

c) Instruction that is responsive to individual students' age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

d) Incorporation of the *California Dyslexia Guidelines*

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[4] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[5] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies and for signers, ASL receptive and expressive language comprehension, and to identify potential difficulties in reading and writing, including risk for dyslexia; and diagnostic assessment in response to referrals for additional assessment and intensive intervention

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction that is appropriate for the range of learners' ages and development—infant, toddler, prekindergarten, early and middle childhood, and adolescent. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of collaborating with other educators to provide literacy instruction. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, ASL/English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students who identify as deafblind. Candidates learn to create environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities, as well as the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

According to the *Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards*, the program prepares candidates to provide literacy instruction within the classroom and in group and individual one-on-one settings. Candidates are encouraged to work with ASL specialists and speech-language pathologists to conduct assessments of students' language and cognitive development in response to their receptive and expressive abilities in ASL and/or English. The program teaches candidates that in classrooms with ASL as the language of instruction, students learn to map out fingerspelling with letters; accurate sign-to-word representation through conceptual meaning making strategies and chaining (sign, point to word, fingerspell) or sandwiching (sign-fingerspell-sign; sign-point to English word-sign); and develop visualization of text reading through clear use of space, use of facial expression, and correct ASL choice of sign to represent concepts within context. Candidates learn to embed translanguaging techniques to enhance literacy and language connections in lesson plans and remind students of the language distinctions between ASL and English. Candidates are prepared to use visual prompts and visualization to assist with identification, contextualization, and expansion prior to literacy practices. The program helps candidates understand the impact of

first and second language acquisition in literacy development. Candidates also learn the importance of directly teaching concepts that are typically learned incidentally as well as providing experiential and hands-on learning opportunities. They learn to assess and provide direct instruction to support students' literacy learning, particularly in the areas of compensatory or functional academic skills, use of assistive auditory technologies (e.g., hearing aids, cochlear implants, classroom amplification), other educational technology, and visual learning skills using graphs, images, and tables.

In addition, the program teaches candidates about the impact of deafblindness on literacy learning and receptive and expressive communication. Candidates learn tactile and other instructional approaches to teach literacy to students who are deafblind. They also learn about communicating with students who are deafblind via tactile American Sign Language, pro-tactile American Sign Language, and haptics and to collaborate with specialists and interveners for hearing assessments and to directly support students' literacy learning.

7a. Foundational Skills[6]

The Education Specialist Deaf and Hard of Hearing credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. The program builds candidates' understanding of the role that early intervention plays in building the vocabulary and, as applicable, phonological awareness skills needed for successful literacy development. Foundational skills include print concepts, including letters of the alphabet and for children using ASL, letter to handshape mapping; phonological awareness, including phonemic awareness, for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics or Cued Speech), spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Candidates learn that the ability to fingerspell and to read fingerspelling is the bridge between ASL and English, and they learn to teach beginning decoding using chaining (various combinations of fingerspelling and signing a word and connecting the word to its printed form). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit.

The program ensures that candidates understand that instruction in English phonological awareness and phonics for children for children who can access auditory learning, includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Additionally, the program ensures that candidates understand that for children who use ASL, instruction includes letter-

[6] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

handshape correspondences and spelling patterns in English as well as practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Candidates learn the importance of presenting the language differences between ASL and English side by side to visually display word meaning, syntax, and discourse. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. Candidates also learn that for students who can access auditory learning, decoding is taught through mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship while also emphasizing vocabulary development. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation, through printing, keyboarding, or other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral/written English language proficiency, and in some cases literacy skills in an additional language.[7] Candidates also learn that some deaf children may still be developing their first language—either spoken English or ASL. The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[8] for students with reading, writing, or other literacy difficulties and disabilities, including students with complex communication needs or at risk for or with dyslexia. The program builds candidates' understanding of the impact of language exposure and acquisition in ASL and/or English on the literacy development of deaf children and their understanding of how to determine if reading and writing difficulties are related to a possible lack of early language development or another disability, such as dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to conduct comprehensive literacy assessments in coordination with assessment teams; develop Individualized Education Plans for eligible students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction;

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[7] See updated Bilingual Authorization Program Standards and TPEs.

[8] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills., particularly at beginning levels.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, signing/speaking with others, and viewing/listening to, and giving presentations. Candidates learn how ASL is used to relay receptive and expressive language when engaging with English text. Candidates also learn that for students who can access auditory learning the importance and appropriate use of technology to provide optimal access to spoken English and of building their knowledge of the listening technology students use and its functioning within a variety of educational settings. Candidates are taught to use assistive technology and/or AAC devices as appropriate for deaf students who may have secondary disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines; it highlights the impact of incidental learning on comprehension and the need to make connections with and expand students' prior knowledge and experiences. In addition, the program addresses the importance of attending to and recognizing others' perspectives (theory of mind) through nuances in text descriptions. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding. Candidates learn to emphasize these skills in both ASL and English as appropriate.

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners/viewers, readers, signers/speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions—whether signed, spoken, written, or symbolic. The program presents ways to create environments and frame interactions that foster oral (signed or spoken) and written language development for all students, including discipline-specific academic language. Candidates learn to engage with deaf students using eye gaze, turn taking through shoulder shifting, tapping/waving to get attention, and facial expressions to delineate the structure of ASL (e.g., questions, topicalization, declarative statements). Candidates learn to use AAC devices and alternative learning media to support those with additional motor challenges. For children who can access auditory learning, candidates learn to implement a variety of strategies in a quiet environment that supports listening. All programs focus on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' disabilities on their language development. Candidates learn to maximize a language-rich environment through role modeling, videotaped resources, expansion, contextualization, labeling and clarification to support students' oral (signed and or spoken) and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, including multisensory learning; frequent independent reading; and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. For children who use ASL, candidates learn to address grammar and discourse in both ASL and English, highlighting features unique to each language. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, sign/speak, and view/listen; interact with one another; learn about language; create diverse oral (signed and/or spoken), print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' signing/speaking, writing, or other communications; understanding of students' English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral (signed and/or spoken) and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate best practices in holding conversations with peer signers or those using spoken language, and students who use AAC devices, or other communication strategies. Candidates become aware of the scaffolding strategies needed to facilitate classroom conversations and support grade-level discussions between and among students. Candidates learn to help students identify effective expression in what they read, listen to view, and attend as they examine the words, signs, images, and organizational structures of written, oral (signed and/or spoken), or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, present (by signing and/or speaking), and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging as appropriate, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral (signed and/or spoken) presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, assistive technology, and other learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation, through printing, keyboarding, or using AAC and other assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' signing/speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. For students who use ASL, candidates learn the importance of the clarity and conceptual accuracy of signs that reflect authentic content vocabulary and knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through signed, printed, digital, and symbolic texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, multisensory instruction, and co-teaching models. Deaf role models and content-area experts from deaf communities are encouraged to be involved in discussing conceptualized signs for instruction and to bridge school and community partnerships. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and signers/speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[9] and the use of accessible educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences provide candidates an understanding of ways literacy instruction can be optimized for deaf students and, if present, how other disabilities

[9] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

may impact instruction as well. The program addresses the impact of language deprivation and cognitive and motor challenges that deaf students may experience. The program also addresses the impact of other disabilities, such as dyslexia, dysgraphia, autism, speech-language challenges—whether spoken or signed, varied cognitive abilities, executive function disorder, and visual impairments. The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a student's disability and the range of educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with students on individual goals, and facilitating whole group activities to allow candidates to work with students on individual goals. The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, ASL specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and specialists of students who have visual impairments and identify as deaf or hard of hearing), and others to offer additional assessment[10] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for deaf students and those with secondary disabilities, including strategies such as fingerspelling decoding, pre-braille skills, pro-tactile/tactile ASL, acoustic highlighting, and/or hearing technology, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills and opportunities for self-determination based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with English language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure

[10] See Education Specialist DHH TPE Domain 5: Assessing Student Learning for additional information.

that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[11]

In addition to understanding the impacts of deafness on literacy development, the program incorporates the *California Dyslexia Guidelines*[12] through literacy coursework and (where practicable) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of using ASL or spoken English on literacy development and possible concurrence of dyslexia and to plan instruction accordingly. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of core instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[13] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

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[11] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities*, for additional information.

[12] See California Education Code 44259(b)(4)

[13] See California Code of Regulations, Title 5, Section 11300(a, c).

Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy TPEs and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[14] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

[14] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

TPE Domain 7: Effective Literacy Instruction for Deaf Students

7.1 Plan and implement evidence-based literacy[1,2] instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,[3] inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs,

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[1] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For deaf students, the terms *listening* and *speaking* should be interpreted to include viewing a visual language and signing, based on the language of instruction and the deaf student's home language skills.

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[4]

7.4 Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 **Foundational Skills.**[5] Develop students' skills in print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or through facial expressions and movement in ASL), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 **Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments

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[4] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[5] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

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

7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[6]

7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[7] Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. Understand how to appropriately assess and interpret results for English learner students.[8] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or

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[6] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[7] See Education Specialist Deaf and Hard of Hearing TPE Domain 5: Assessing Student Learning for additional information.

[8] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, for additional information.

district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

7.14 Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.

Appendix D

Proposed Program Standards and Teaching Performance Expectations for the Preliminary Education Specialist Credential: Early Childhood Special Education

Program Standard 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten

The credential program's coursework and supervised field experiences prepare candidates to provide effective language and literacy instruction and learning experiences for young children, birth through kindergarten, who have a wide range of disabilities. Coursework and supervised field experiences encompass the study of effective means of teaching language and literacy across all disciplines[1,2] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework, Volume 1*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that children's instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on children's age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner children, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching

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[1] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For children with disabilities the terms listening, speaking, reading, and writing should be broadly interpreted. For example, listening and speaking could include American Sign Language, sign-supported speech, use of graphic symbols, or other means of communication. In a similar vein, reading could include the use of screen-reader technology, braille, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. For children with complex communication needs, speaking or expressive language may entail symbolic communication, including aided language input and graphic symbols, rather than oral production.

Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (whether signed, spoken, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the *Preschool Learning Foundations*, all strands of the language development domain in the *California Infant/Toddler Learning and Development Foundations,* and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion as well as principles of augmentative and alternative communication (AAC), including books and other instructional materials, technologies, and instructional practices that are asset-based[3] and culturally and linguistically responsive, affirming, and sustaining[4]
b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward age-level competencies or grade-level standards; and intensive intervention for children who have not benefited from supplemental support
c) Instruction that is responsive to individual children's age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices
d) Incorporation of the *California Dyslexia Guidelines*
e) Integrated and designated ELD
f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

[3] Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm children's cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children's lived experiences as assets. These practices affirm the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening and diagnostic assessments to determine children's literacy profiles, including communication needs and English learner typologies, to identify potential difficulties in reading and writing, including risk for dyslexia, and to determine children's strengths and needs related to their identified disabilities

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on children's cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote children's autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children's age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses the value of community-based instruction, specific itinerant services, and AAC technologies for children with multiple disabilities and complex communication needs.

Importantly, candidates learn the importance of creating literacy environments for young children from birth through age five that are nurturing and joyful and that encourage active, playful exploration and investigation. Candidates also learn to provide opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in imaginative and dramatic play. Candidates also learn the importance of providing experiential and hands-on learning opportunities and directly addressing skills that children may not have acquired incidentally due to the nature of their disability. The program teaches candidates to conduct specialized assessments to determine the impact of children's disabilities on their literacy development and to identify optimal learning and communication media and settings. Candidates learn the value of guided self-assessment and goal setting for children's independence, motivation, and learning (e.g., simple prompts to encourage children to explain a picture they have painted and what they hope to do next). The program emphasizes the importance of families as the first, primary, and ongoing contributors to children's literacy development. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

7a. Foundational Skills[5]

The Education Specialist: Early Childhood Special Education credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten and kindergarten. Foundational skills, as defined by the ELA/Literacy standards and the *ELA/ELD Framework,* include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in environment that is print rich and child centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters, and they learn to engage children in ways that accommodate their identified disabilities, including graphic symbols.

The program ensures that candidates understand the range of foundational skills that children learn in the elementary grades and how the beginning skills taught in early childhood special education settings, birth through kindergarten, support the development of subsequent skills. Candidates learn that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and as transitional kindergarten and kindergarten children learn letter-sound correspondences and simple sight words, practice in connected, decodable text. Candidates become aware of how the connections among the foundational skills (including text reading fluency), language (including semantics, morphology, syntax), and cognitive skills support children as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression in later grades. The program teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and/or the use of graphic symbols and pictures and other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner children while they are simultaneously developing English language proficiency, and in some cases literacy skills in an additional language.[6] The program teaches

[5] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
[6] See updated Bilingual Authorization Program Standards and TPEs.

candidates to plan foundational skills instruction based on children's communication needs as well as previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of children's progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for children with reading, writing, or other literacy difficulties and disabilities, including children with complex communication needs or at risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward age-level competencies or grade-level standards. Candidates also learn how to collaborate with children's families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to help conduct comprehensive literacy and AAC assessments in coordination with assessment teams; develop Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), including for children at risk for and with dyslexia; and provide accommodations and modifications through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding in transitional kindergarten and kindergarten.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in inquiry, participating in discussions, communicating with others, and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or AAC devices as appropriate. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and helping children to make predictions, retell and reenact, and respond to and generate questions about stories and other text. The program addresses literal and inferential comprehension with all children at all ages and grades and in all disciplines emphasizing read-aloud and other oral interactions and making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to children's development, such as reasoning, inferencing, perspective taking, generalization, and critical reading, writing, listening, and speaking/communicating across disciplines in ways that are appropriate for the age of the children and their disabilities. The program ensures that candidates understand that as children progress through the grades that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement;

[7] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing children with opportunities to interact with a range of print, digital, and symbolic, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers/communicators, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, speaking or communicating symbolically, reading, writing, and viewing closely (i.e., with close and thoughtful attention) to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry. Candidates also learn about the value of deep and sustained reading of increasingly complex texts for children as they progress through the grades; they learn to encourage young children to sustain attention during read alouds and other literacy-related activities. In addition, candidates learn to plan instruction, including intentional scaffolding and integration of children's assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that children learn, think, and express information, ideas, perspectives, and questions—whether orally, symbolically, or in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language expression and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster language development for all children, including discipline-specific academic language. Candidates learn to facilitate communication for children who use basic functional signs,[8] eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies; they also learn to provide opportunities for experiential and hands-on learning that support language development. Candidates learn to express interest in and attend to children's communications and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing children's language, including their knowledge of how language works, and candidates' understanding of the impact of children's disabilities on language development. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights

[8] Individual vocabulary terms derived from American Sign Language

effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading and book interactions, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and concepts and of independent word learning strategies for children beyond kindergarten, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program teaches candidates how to support children to develop increasingly complex sentence and text structures. Candidates learn that children enrich their language as they listen, speak or communicate symbolically, read, and write; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. They also learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of children's speaking, writing, or other communications; their understanding of children's English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and communication partners, presenters, and emerging writers and to use digital media and multimodal displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to facilitate communication for children who use basic functional signs, eye gaze, vocalizations, AAC devices, or other communication strategies, including nonverbal social skills. The program teaches candidates ways to support children's recognition and interpretation of the social and emotional content of interactions and to facilitate children's interpersonal engagement. Candidates learn to help children identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach children to discuss, present, and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help children communicate in ways appropriate for their purpose, audience, context, and task as they create print, digital, or symbolic texts. The program focuses on candidate instruction and supervised support that values and leverages children's existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write (or approximate writing) daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress in subsequent grades to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing, including the use of AAC and assistive technology as needed, and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Candidates learn to support children in the use of AAC and assistive technology and learning media, such as speech-to-text and text-to-speech technology; keyboarding; and alternate file formats, including auditory versions as appropriate. They become familiar with the value of fluent spelling and handwriting in the writing process. In addition, candidates learn to engage children in self-assessment using simple strategies and to allocate sufficient time for creation and reflection. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of children's speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators to plan and implement instruction that maximizes children's development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many children, particularly when the content relevance is clear, reflects and values children's diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all children. Candidates learn the particular importance of providing experiential learning, multisensory supports, and direct teaching of concepts that children may not have access to learning incidentally. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of the ways in which

disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as children engage with increasingly complex literary and informational texts, explore questions of interest, and share knowledge in ways that are appropriate to children's age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[9] and the use of educational and assistive technology safely and responsibly and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and children's progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Children with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments, deaf and hard of hearing, varied orthopedic abilities). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children. The program teaches candidates to understand that a child's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a child's disability and the range of educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with children on individual goals, facilitating whole group activities to allow candidates to work with children on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to children's age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and specialists of children who are deaf and hard of hearing and/or visually impaired), and others to offer additional assessment[10] and instructional support. The program also teaches candidates

[9] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.
[10] See Education Specialist ECSE TPE Domain 5: Assessing Student Learning for additional information.

to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for children with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support children who have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting children's self-advocacy skills based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when developing IFSPs and IEPs, and use assessment accommodations to ensure that multilingual and EL children are accurately assessed and neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[11]

The program incorporates the *California Dyslexia Guidelines*[12] through literacy coursework and (when possible) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of children's currently identified disabilities and possible concurrence of dyslexia in literacy development and to plan instruction accordingly. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of core instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Candidates also learn the impact of children's currently identified disabilities on language development and the implications for ELD for children who are also identified as English learner students. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which children identified as English learner students are taught to use and understand English to access and make meaning of academic content

[11] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities* for additional information.

[12] See California Education Code 44259(b)(4)

throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem[13] to plan instruction that advances English learner children's academic and language development, strengthening children's abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to their currently identified disabilities. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include children identified as English learner students and recently reclassified English learner students.

The program also prepares candidates to provide designated ELD as a part of the regular transitional kindergarten and kindergarten school day in which children identified as English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to children's proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with language development and other specialists to ensure that English learner children with disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[14] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their children.

[13] See California Code of Regulations, Title 5, Section 11300(a, c).

[14] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

TPE Domain 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten

7.1 Plan and implement evidence-based literacy[1,2] instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *Infant/Toddler Curriculum Framework* and *Preschool Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children's disabilities on language and literacy development; and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,[3] inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and

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[1] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For children with disabilities the terms listening, speaking, reading, and writing should be broadly interpreted. For example, listening and speaking could include American Sign Language, sign-supported speech, use of graphic symbols, or other means of communication. In a similar vein, reading could include the use of screen-reader technology, braille, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. For children with complex communication needs, speaking or expressive language may entail symbolic communication, including aided language input and graphic symbols, rather than oral production.

[3] Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining

incorporating the diversity of children's cultures, languages, dialects, communication needs, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[4]

7.4 Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated and self-directed activities; and imaginative and dramatic play.

7.5 **Foundational Skills.**[5] Develop children's foundational skills according to the standards and expectations specified for children's age and grade incorporating the accommodations and modifications needed to address children's identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children's skills in transitional kindergarten and kindergarten in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.

7.6 **Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories,

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pedagogy, and funds of knowledge are all approaches that affirm children's cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children's lived experiences as assets. These practices affirm the diversity that children bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

[4] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[5] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.

7.7 **Language Development.** Promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Promote children's language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children's language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop children's effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children's use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children's fluency in handwriting or use of graphic symbols.

7.9 **Content Knowledge.** Promote children's content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children's interests. Promote digital literacy and the use of educational technology safely and responsibly.[6]

7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[7] Understand how to use screening and diagnostic assessments to determine children's literacy profiles; identify potential reading and writing difficulties, including children's risk for dyslexia, communication needs, and other literacy-related disabilities;

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[6] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[7] See Education Specialist ECSE TPE Domain 5: Assessing Student Learning for additional information.

and determine strengths and needs for literacy instruction related to children's currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students.[8] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children's currently identified disabilities. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

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[8] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, for additional information.

7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.

Appendix E

Commission on Teacher Credentialing
Literacy Performance Assessment Design Team

Multiple Subject/Single Subject	
Amy K. Conley	Literacy Lecturer, California Polytechnic University Humboldt, Literacy Consultant, Humboldt County Office of Education
Marissa Luna Lopez	Coordinator, Multiple Subject and Education Specialist Intern Credentialing, Merced County Office of Education
Michele Soltis +	Teacher, San Diego Unified School District, Miramar Ranch Elementary
Molly Sutherland*+	Teacher, San Juan Unified School District, Lichen School
Josefina Van Kirk*+	Teacher, Los Angeles Unified School District
Education Specialist	
Lauren Collins*	Associate Professor, San Diego State University
Cathy Creasia	Director of Accreditation and Credentialing, University of Southern California Rossier School of Education
Laura Rhinehart*	Assistant Researcher, Center for Dyslexia, Diverse Learners, and Social Justice at University of California, Los Angeles
Amy Satter +	Teacher and District Intern Support Provider, San Diego Unified School District, Teacher Prep and Support Department
Priya Tjerandsen*+	Teacher and Head Learning Specialist, North Bridge Academy
PK-3 Early Childhood Education	
Sandra Frisby	Associate Director, Faculty Early Childhood Development, Fresno Pacific University
Isabella Gutierrez	Director of Child Development Centers, West Hills Community College District
Cindy Li	Core Faculty, School of Human Development and Education, Pacific Oaks College
EL/Bilingual	
George Ellis	Regional Director, California Reading and Literature Project, University of California, Berkeley
Martha Hernandez	Executive Director, Californians Together
Pamela Spycher	Senior Research Associate, WestEd
Annie Song +	Teacher, Alhambra Unified School District; Instructor, Los Angeles County Office of Education
Low Incidence Education Specialist Areas	
Cheryl Kamei-Hannan	Professor, California State University, Los Angeles (VI)
Janelle Green	Principal - Early Childhood to 2nd Grade, California School for the Deaf, Riverside (DHH)

* Indicates dyslexia expertise and +indicates classroom teachers with recent experience in teaching reading in the early elementary grades