

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*. 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,³ the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching

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 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.

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 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, 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 and culturally and linguistically responsive, affirming, and sustaining⁴
- 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
- 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

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.

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 Skills⁵

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

⁵ See also the [Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts](#).

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 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 settings⁷ 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

⁶ See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#).

⁷ See the California Department of Education (CDE)/WestEd 2021 publication, [California’s Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students](#).

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; 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 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.

⁸ Individual vocabulary terms derived from American Sign Language

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 and the use of educational and assistive technology safely and responsibly and to foster digital citizenship.⁹ 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

⁹ See [California Digital Learning Integration and Standards Guidance](#) for additional information.

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 assessment¹⁰ 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 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

¹⁰ See [Preliminary Education Specialist Credential Teaching Performance Expectations](#), Domain 5: Assessing Student Learning, for Early Childhood Special Education 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\(b\)\(4\)](#)

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 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 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 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 tandem¹³ 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

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

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 settings¹⁴ 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.

¹⁴ See [Preliminary 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

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 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 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

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, picture books, and other texts. Engage children in listening, speaking or communicating

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 new Bilingual Teaching Performance Expectations](#) for program standards and Teaching Performance Expectations specific to multilingual programs.

⁵ See also the [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](#).

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; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities. Understand how to appropriately assess and interpret results for

⁶ See [California Digital Learning Integration and Standards Guidance](#) for additional information.

⁷ See [Preliminary Education Specialist Credential Teaching Performance Expectations](#), Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.

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 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, 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.
- 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.

⁸ See [California Practitioners’ Guide for Educating English Learners with Disabilities](#) for additional information.