

Preliminary PK-3 ECE Specialist Instruction Credential Evidence Guide

Standard 7: Effective Literacy Instruction in PK-3 Settings

The purpose of this document is to assist prospective PK-3 ECE Specialist Instruction programs in responding to Program Standard 7: Effective Literacy Instruction for PK-3 Settings. The table provided on the following pages shows the standard divided into sections to help prospective programs ensure that each aspect of the standard is addressed. (The fact that this guidance document separates the standard sections should not prohibit the various concepts from being interwoven throughout the program coursework and clinical practice as is best practice in reading and literacy instruction and as described as such in Standard 1.) While a brief narrative is acceptable, please be judicious about the length of your response. Reviewers will be looking for the content of the standards reflected in your program. Additionally, unsubstantiated claims/narrative will not be sufficient.

In responding to the standard, please include the following:

- *Please list all required reading and literacy instruction courses for the PK 3 ECE Specialist Instruction credential, by title and number.*
- *Please link the syllabi for the courses identified above.*
- *Please identify any other coursework in which reading and literacy instruction is covered but where it may not be the primary focus of the course.*
- *If your program plans to use existing reading and literacy instruction coursework from your Multiple Subject or Education Specialist program, please include a statement to that effect; and if so, please indicate with a check mark or other symbol or highlighting which reading and literacy instruction courses will be common to both the prospective PK-3 program and the currently approved teacher education programs. Please provide a concise narrative (2-3 pages) clearly identifying how these courses have been modified to specifically meet the needs of teachers for this PK-3 credential and address developmentally appropriate reading and literacy instruction for young learners (age 3 through 3rd grade).*

Note: As part of the Initial Program Review (IPR) process, a TPE Matrix is required indicating where each TPE competency is introduced, practiced, and assessed (see [IPR Instructions](#)) within the program. In the case of Program Standard 7, TPE 7 is the corresponding TPE. If the standard language is addressed by the evidence provided in the TPE matrix, prospective programs may indicate such and link to the same evidence. This will not be the case for all phrases of the standard language so please review carefully. Responses may, but are not required, to be submitted on this form but must contain all the information requested and be organized similarly.

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<p>The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas^{1,2} based on California’s State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the 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 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 the children’s age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical. *The text of this standard continues below</p>	<p>Describe how your proposed PK-3 ECE Specialist Instruction program addresses each aspect of this part of the standard.</p> <p>Provide links to syllabi and any other available evidence that supports the narrative.</p> <p>Please be explicit about how your program addresses the concepts or documents that are listed in this part of the standard such as Universal Design for Learning, MTSS, Dyslexia Guidelines, and the various other required foundational standards and frameworks.</p> <p>Evidence must be evident in both coursework and clinical practice.</p>

¹ Literacy comprises reading, writing, speaking, and listening; 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 disabilities 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 could include American Sign Language, sign-supported speech, or other means of communication.

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<p>b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for children who have not benefited from supplemental support</p> <p>c) Instruction that is responsive to individual children’s age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices</p> <p>d) Incorporation of the California Dyslexia Guidelines</p> <p>e) Integrated and designated ELD</p> <p>f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs</p> <p>g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine children’s literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention</p> <p>Consistent with the <i>ELA/ELD Framework</i>, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. 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 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</p>	

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<p>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. Candidates also learn the value of guided self-assessment and goal setting for children’s independence, motivation, and learning. Importantly, candidates learn the importance of creating literacy environments for young children that are nurturing and joyful and that encourage active, playful exploration and investigation and providing 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. The program also emphasizes the importance of families as the first, primary, and ongoing contributors to children’s literacy development. Candidates learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.</p>	

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<p>language as they listen, speak, 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. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children’s speaking, writing, and other communications; understanding of children’s English language proficiency; and the integration of language development with other themes.</p>	

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<p>The program also prepares candidates to provide designated ELD as 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 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 designated ELD in ways that support content instruction, building into and from specific topics of study. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.</p>	
<p>7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice</p> <p>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 settings¹³ 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.</p>	<p>Please provide an overview of how reading and literacy instruction will be incorporated into clinical practice experiences for every candidate as well as any other information related to the Literacy Teaching Performance Expectations and Supervised Clinical practice that has not already been discussed in the sections above.</p> <p>Please provide links to appropriate evidence that supports this narrative.</p>

¹³ See Preliminary PK-3 ECE Specialist Instruction Credential Program Standards, Standard 2: Preparing Candidates Toward Mastery of the *PK-3 ECE Specialist Teaching Performance Expectations* and Standard 3: Clinical Practice: Opportunities to Learn and to Practice, for additional details.