PROGRAM SPONSOR ALERT

DATE:	**NUMBER:**
February 2, 2024	PSA 24-01

SUBJECT: TEACHER PREPARATION PROGRAM LITERACY INSTRUCTION CERTIFICATION REQUIRED BY SB 488 (CHAPTER 678, STATUTES OF 2021)

Summary:

This Program Sponsor Alert (PSA) outlines the certification process for literacy instruction required of all Commission approved Preliminary Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), and PK-3 Early Childhood Education (ECE) Specialist Instruction teacher preparation programs pursuant to Senate Bill (SB) 488 (Chap. 678, Stats. 2021).

This PSA includes six appendices. The first two are:

1) Appendix A, which provides general information on the SB 488 certification process for literacy instruction
2) Appendix B, which consists of the submission requirements/instructions for all teaching credential areas

The following four appendices include templates, by program type, of the TPE matrices program are required to submit as part of the certification process. The appendices are also available individually on the Commission's Literacy Instruction webpage.

3) Appendix C:
   - Preliminary Multiple Subject
   - Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN)
   - Preliminary Education Specialist: Extensive Support Needs (ESN)
4) Appendix D:
   - Education Specialist: Early Childhood Special Education (ECSE)
5) Appendix E:
   - Education Specialist: Visual Impairments (VI)

6) Appendix F:
- Education Specialist: Deaf and Hard of Hearing (DHH)

Newly approved Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), teacher preparation programs that responded to the entirety of the new literacy standards and TPEs and those currently awaiting approval, will receive instructions for a modified certification process in a separate communication. The PK-3 Early Childhood Education (ECE) Specialist Instruction credential regulations are currently in the regulatory review process and therefore, information about certification of these potential programs will also be forthcoming pending completion of that process.

Commission staff will schedule office hours and technical assistance opportunities to assist programs in understanding the new literacy instruction standards and respond to questions about the certification and submission processes. Information including dates and times for these opportunities will be provided in upcoming editions of the PSD e-News which can be subscribed to at this link: PSDNews.

Key Provisions:
Education Code (EC) section 44259(b)(4)(A) and (B).

Education Code 44320.3 (b)

Important Dates:
April 26, 2024 – Commission begins accepting documentation from programs for literacy certification.

July 1, 2024 – All Commission approved Preliminary Multiple Subject, Single Subject*, Education Specialist, and PK-3 Early Childhood Education (ECE) Specialist Instruction teacher preparation programs must be aligned to the new literacy instruction standards and TPEs. (*Single Subject programs must be aligned with the new standards and TPEs by July 1, 2024 but are not subject to certification.)

October 4, 2024 – Deadline for all Multiple Subject, Education Specialist, and PK 3 (ECE) credential programs to submit documentation for literacy certification.

July 1, 2025 – All applicable Commission approved programs must be certified for literacy instruction.

July 1, 2025 – New Literacy Teaching Performance Assessment becomes fully operational and required for all teacher preparation candidates in Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education (ECE) Instruction credential programs.

Background:
Senate Bill (SB) 488 (Chap. 678, Stats. 2021) required the Commission to update the literacy instruction standards for the preparation of teaching candidates and the corresponding literacy related TPEs. Additionally, the bill required the Commission to review teacher preparation programs, to certify that the programs are providing instruction aligned to the statutory requirements and develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA). Senate Bill 488 requires the Commission to certify that all Preliminary Multiple Subject and Education Specialist teacher preparation programs have aligned with the requirements specified in Education Code 44259(b)(A) and (B). Additionally, PK-3 ECE Specialist Instruction credential programs must also be certified. Programs must be fully aligned to these requirements so that candidates are provided with the opportunity to learn the content of the new literacy instruction standards and their corresponding TPEs prior to the new literacy performance assessment becoming fully operational and required beginning on July 1, 2025.

References:
[Literacy Standard and Teaching Performance Expectations (2022 and 2023)](#)

[PSA 22-15: Adoption of Revised Literacy Standards and TPEs for Preliminary MS, SS, Education Specialist (MMSN and ESN), and PK-3 Specialist Instruction Preparation Programs](#)

[PSA 23-02: Adoption of Revised Literacy Standards and Teaching Performance Expectations for the Preliminary Education Specialist: Deaf and Hard-Of-Hearing, Visual Impairments, and Early Childhood Special Education Preparation Programs, Pursuant to Senate Bill 488](#)

[PK-3 Early Childhood Education (ECE) Specialist Instruction Handbook (including standards and TPEs)](#)

[Resource Guide on Preparing Teachers for Effective Literacy Instruction](#)

[English Language Arts and Literacy Standards](#)

[English Language Development Standards](#)

[English Language Arts/English Language Development Framework](#)

[California Dyslexia Guidelines](#)

[California Comprehensive State Literacy Plan](#)

[CTC Literacy Instruction Webpage](#)

Contact Information:
For questions about the literacy instruction certification process, please email:
SB488Certification@ctc.ca.gov.

Contact Information for the Professional Services Division is available on the [Professional Services Contact webpage.](#)

APPENDIX A

**General Information
SB 488 Certification Process for Literacy Instruction
Teacher Preparation in California**

Overview
This document outlines the certification process for verifying literacy instruction content as required of specific teacher preparation programs pursuant to Senate Bill (SB) 488 (Chap. 678, Stats. 2021).

In accordance with SB 488, the Commission on Teacher Credentialing adopted new program standards and Teaching Performance Expectations (TPEs) related to the teaching of literacy for prospective educators. All preliminary teacher education programs must be aligned with these new standards and TPEs by **July 1, 2024**. Further, the law requires the Commission to certify that all Preliminary Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), and PK-3 Early Childhood Education (ECE) Specialist Instruction programs are providing prospective teachers with instruction in the requisite knowledge, skills, and abilities for the study of literacy as specified in Education Code (EC) section 44259(b)(4)(A) and (B). Statute also requires that the Commission develop a new literacy performance assessment which will be required for candidates in the affected credential programs beginning on **July 1, 2025**.

What are the new requirements?
SB 488 established several new priorities for the preparation of teachers to provide effective, science- and evidence-based literacy instruction. The law, and resulting new teacher preparation program standards, reaffirms the State Board-adopted English Language Arts/English Language Development (ELA/ELD) Framework as the foundation for literacy instruction for TK-12 students in California. As a result, all teacher preparation programs must ensure alignment with the framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Preparation programs must include content that 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. The Commission's adopted literacy standard and related TPEs reflect this statutory requirement.

The law also brings focus to fostering greater understanding about how students learn to read and on current research about how to better serve students with reading difficulties such as dyslexia. As such, SB 488 requires teacher preparation programs to incorporate the *California Dyslexia Guidelines* published by the California Department of Education.

Finally, SB 488 requires the development of a literacy performance assessment (LPA). Programs will be responsible for embedding the LPA fully into their programs consistent with the provisions of Ed Code 44320.3. **Beginning July 1, 2025**, candidates in Preliminary Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), and PK-3 Early Childhood Education (ECE) Specialist preparation programs must take and pass a Commission approved LPA. The LPA is currently in development and will be pilot tested and field tested over the next year to be ready for full implementation on July 1, 2025. A Program Sponsor Alert on the LPA will be forthcoming. The new literacy program standard 7 and TPE Domain 7 must be implemented by programs beginning July 1, 2024, in order to ensure that enrolled candidates have opportunities to learn and practice the knowledge and skills that they will be assessed on through the LPA.

At this time, all teacher preparation programs should be reevaluating their curriculum and fieldwork to ensure alignment by the required timeline. The new literacy program standards and corresponding TPEs are designed to improve literacy instruction for California TK-12 students. Verification of alignment with the full array of literacy standards and TPEs will be conducted through the accreditation process (e.g. Program Review, Accreditation Site visits).

The new Literacy Standards and TPEs are available on the Commission's program standards webpage (please use the 2022 and 2023 versions, depending on the credential area).The table below identifies the elements of the literacy standards and their corresponding TPE elements. The structure of those corresponding sections and elements are provided in the table below.

Standard Elements	Corresponding TPE Element(s)
Introduction and Overarching Concepts	7.1, 7.2, 7.3, 7.4
7a. Foundational Skills	7.5
7b. Meaning Making	7.6
7c. Language Development	7.7
7d. Effective Expression	7.8
7e. Content Knowledge	7.9
7f. Students with Disabilities	7.10
7g. Integrated and Designated ELD	7.11

What specifically needs to be certified?

The law specifies that the Commission certify that applicable teacher preparation programs are aligned with specific aspects of literacy instruction. The Commission's certification process will focus on content within the new Literacy Standard 7 and the TPEs in Domain 7 *specific to reading instruction as outlined in Education Code section 44259(b)(4)(A) and (B)*. The language of this section of the law reads as follows:

> *In accordance with Education Code (EC) section 44320.3, the Commission must certify that teacher preparation programs provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*
>
> *EC section 44259 (b)(4)(A) and (B):*
> *(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:*
>
> > *(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.*
> >
> > *(ii) A strong literature, language, and comprehension component with a balance of oral and written language.*
> >
> > *(iii) Ongoing diagnostic techniques that inform teaching and assessment.*
> >
> > *(iv) Early intervention techniques.*
> >
> > *(v) Guided practice in a clinical setting.*
> >
> > *(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

Although the certification process will focus on specific aspects of literacy instruction, it is important to reiterate that **all preliminary teacher preparation programs must fully align with and begin implementing <u>all</u> provisions of the literacy standard and TPEs by July 1, 2024.**

Which programs must be certified?

The following teacher preparation programs are subject to literacy certification:

- Preliminary Multiple Subject
- Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential
- Preliminary Education Specialist: Mild to Moderate Support Needs
- Preliminary Education Specialist: Extensive Support Needs
- Preliminary Education Specialist: Deaf and Hard of Hearing
- Preliminary Education Specialist: Visual Impairment

- Preliminary Education Specialist: Early Childhood Special Education

Who will be reviewing the programs for literacy certification?
Trained members of the Commission's Board of Institutional Review (BIR), experts in literacy instruction in the state, and Commission staff will review program submissions.

Will the process for review be a one-time review where institutions will either be denied or certified?
After initial review, the institution will be notified as to whether it has met the criteria for certification. If the institution has not been found to meet the criteria, the institution will have to resubmit additional or modified documentation within a specified timeframe. This timeframe for resubmission is essential as all applicable programs must be reviewed and meet all criteria by July 1, 2025.

What is the process once a program has been determined to have met the criteria for certification?
Once a program has been determined to have met the criteria for literacy certification by reviewers, formal approval by the Commission will take place during a regular public meeting.

What is the timeline for literacy certification and when will the Commission begin accepting documentation?
All Commission approved Preliminary Multiple Subject, Education Specialist, and PK-3 credential programs must be certified by **July 1, 2025**. To accommodate the volume of programs that must be certified, the Commission has established a submission window by which institutions must submit their documentation.

The Commission will begin accepting the required documentation from programs beginning on **Friday, April 26, 2024**. All submissions must be received by no later than **5:00 p.m. on Friday, October 4, 2024.**

<u>**In order for the Commission to complete its review within the timeline set forth by SB 488, there will be no extensions granted.**</u> Programs for which documents have not been received by the deadline risk their continued approval.

Why is the Commission not accepting applications for certification before April 26, 2024, and why can't programs submit after October 4, 2024?
The changes to the standards and TPEs for literacy instruction are significant. The Commission anticipates that all programs will use the remainder of the 2023-24 academic year to continue to evaluate where they need to make adjustments in their program to align with the literacy standard and TPE and to work within their own institutional approval processes to make any needed changes in coursework and clinical practice. Programs will need time to work through those processes as well as to ensure that the documentation submitted for certification accurately reflects the programs as implemented. Further, the Commission anticipates that programs participating in the pilot for the literacy performance assessment may wish to make additional adjustments as they gather data from these experiences. Finally, the Commission

identified a review window sufficient to certify the large number of programs that will need to be certified.

What happens if an institution's process for approving new curriculum exceeds the review period?
The Commission recognizes that institutions have a variety of processes and timelines to change or add coursework, including academic senate approval for many institutions. If an institution must submit draft documentation to the Commission for certification while it awaits formal institutional approval, the Commission will review these draft documents. In this instance, the program will need to clearly identify that the documentation is still under institutional review. The institution will be required to notify the Commission once the institution's internal approval process is complete, prior to July 1, 2025, verifying that there were no substantial changes from the documentation that was submitted for certification. If substantive changes were made resulting from the institution's approval process, the institution will be required to provide additional documentation demonstrating that the changes meet certification requirements. The Commission will resolve these issues on a case-by-case basis. Regardless, the statute requires that the Commission certify all programs by July 1, 2025, in anticipation of the required literacy performance assessment.

What happens if a program has not met the certification criteria by July 1, 2025?
The Education Code requires that all teacher preparation programs specified must be in alignment with 44259(b)(4)(A) and (B). Therefore, as a condition of continued operations, all affected programs must be determined to be in alignment or risk losing their program approval. Commission staff are committed to working with all affected teacher preparation programs to ensure that programs understand the requirements in this section of law, in the new standards, and new TPEs.

How will certification happen if programs have different pathways to the same credential?
The Commission will need to certify each pathway offered by an institution leading to the affected credential. The process is structured so that pathways that share common coursework may be reviewed simultaneously, not separately. It is possible, depending on how the pathways are structured, that some pathways may be able to receive certification while others may need to provide additional information.

How does the certification process intersect with the accreditation cycle? Can evidence/documentation submitted for certification be used for accreditation and vice versa?
The statute for literacy certification is separate from accreditation. Therefore, literacy certification must take place in addition to an institution's accreditation activities. Programs will still be required to address the entirety of the literacy instruction program standard and the associated TPEs during program review and the accreditation site visit. Commission staff have designed the certification process to maximize any opportunities whereby some information submitted for certification may be used by programs in other accreditation activities, particularly program review.

In what format do we submit documentation required for certification?

All documentation and evidence required for the literacy certification process must be posted to the institution's **accreditation website** under a clearly marked tab or link including all the submission requirements detailed in the appendices. The instructions in the appendices specify the documents and evidence to be posted on the institution's website that must be submitted using the SB 488 Certification Submission Form between April 26, 2024 and October 4, 2024. It is strongly encouraged that the institution's website be open to the public and not require a username and password. If this is not possible, the password must also be submitted and be available to any member of the public who requests it. **Google Docs or websites containing one large pdf or Word document with links will not be accepted.** Please be aware that these documents are public records, and the Commission cannot deny access to anyone who wishes to review them.

Documentation must be submitted for each applicable teacher preparation program offered by a Commission-approved program sponsor. Questions related to the literacy instruction certification process submission should be addressed to SB488Certification@ctc.ca.gov.

What is the review process for the documentation?

Once submitted, documentation will be reviewed by staff for completeness and accessibility. Submissions with missing exhibits and/or issues with access will be returned to the institution. Given the time constraints on this process dictated by statute, institutions will have two weeks from notification of missing and/or inaccessible information to address the access/link issues. This timeframe will apply to initial submissions as well as resubmissions.

Once documentation has passed the initial check for completeness and accessibility, the submission will be moved to the review panel. These reviewers will examine all documentation and exhibits presented by the program to reach consensus as to whether literacy certification can be granted or additional information will be needed. All deadlines for resubmission will be indicated on the review feedback forms.

What about program proposals that were recently approved or will soon be approved using the new literacy standards and TPEs, including the new PK 3 Early Childhood Education (ECE) Instruction Specialist credentials?

A small number of programs have already been approved with the new literacy standard and TPEs. The first of these were approved at the October 2023 COA meeting. These programs, including any new PK-3 ECE programs that will be approved in the coming months, are also subject to the literacy certification process. However, because they will have been reviewed for initial approval using the new literacy standards and TPEs, a modified process will be used to ensure that, as these programs begin operations, they are implementing their literacy instruction coursework and fieldwork as was approved. Any changes to the implementation of how the program provides literacy instruction since the time of program approval would need to be reviewed to ensure that the modifications meet the requirements of SB 488. Additional information for these programs will be forthcoming.

Questions?

Institutions may submit questions to SB488Certification@ctc.ca.gov.

APPENDIX B
SB 488 CERTIFICATION SUBMISSION REQUIREMENTS
LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

The information described in Parts 1 through 5 below must be made available on the institution's accreditation website. **The URL for the institution's accreditation website must be submitted using the [SB 488 Certification Submission Form](#). This form will be accessible to institutions just prior to the first submission date of April 26, 2024.**

Institutions are strongly encouraged to make their accreditation website open to the public without requiring a username and password to access. If open public access is not possible, the username and password must be made available to the public. Google Docs, Dropbox, Word documents, or PDFs with links will not be accepted in lieu of an accreditation website and will be returned for resubmission through an accreditation website.

All pathways leading to a credential must be reflected in a program's submission. It is up to the institution to determine whether to submit a single submission reflecting all pathways to a credential or separate submissions. Whichever avenue is chosen, it must be clear to reviewers.

<u>*Important:*</u> *Where links to syllabi or documentation are required, these links must be bookmarked to the exact location where the information is located. For instance, links to candidate handbooks are required for Submission Requirement 3.3b, 4.2b, and 5.2b, but all require different information from these handbooks. Each link should go to the specific section for the information requested. This will allow reviewers to find the necessary information quickly and easily and minimize the number of additional requests for information to the institution/program.*

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS
<u>Submission Requirements for Part 1 (The following information in Part 1 is to submitted using the [SB 488 Certification Submission Form](#))</u>
1.1. Institution Name

1.2. Dean or Director of Teacher Education Name and contact information

1.3. Primary contact(s) for questions and subsequent follow up communications from the Commission regarding the literacy certification process, including contact name, title, email, and phone number. Institutions may list up to 2 individuals. Note: The institution's Dean or Director of Teacher Education will receive all formal communication as well as the named individual(s).

1.4. Credential program type addressed in this document. (i.e., Preliminary Multiple Subject, Education Specialist: Mild Moderate Support Needs).

1.5. List of all pathways offered by the institution for this credential (e.g. student teaching traditional, intern, residency).

1.6. Affirmation by the Dean or Director of Teacher Education of the following statements:

I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021).

I understand that what is included in this submission process represents *selected* aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B) (4)(A) and (B).

I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all of the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024.

I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS
Submission Requirements for Part 2

2.1. Provide a table listing all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus. Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered. (Note: Not all of Standard 7 and TPE 7 will be reviewed during the literacy certification process, but this information will be helpful to understand the design of the program with respect to literacy instruction.)

A sample table for a Preliminary Multiple Subject credential program is provided below as guidance for all affected programs.

Note: If some of the literacy preparation content is addressed in a program's ELD coursework and clinical practice experiences, please also include these courses in the table where appropriate.

Pathway (Examples)	List of all required courses where the primary focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Multiple Subject Student Teaching Residency Program		
Multiple Subject Student Teaching Traditional Program		
Multiple Subject Teaching with Middle School Emphasis		
Multiple Subject Intern Pathway		
Multiple Subject plus Bilingual Authorization Concurrent pathway		

2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

Pathway (Examples)	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Multiple Subject Student Teaching Residency Program		
Multiple Subject Student Teaching Traditional Program		
Multiple Subject Teaching with Middle School Emphasis		
Multiple Subject Intern Pathway		
Multiple Subject plus Bilingual Authorization Concurrent pathway		

For the remaining requirements in Part 2, please include the full language of the prompt with your response.

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

2.7. Provide links to syllabi that demonstrate that the *English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework* are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)
Below is the language from Education Code Section 44259 (b)(4)(A)(i) and (B).
44259 (b)(4)(A)(i) contains the following requirements:
…satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:
(i).   The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

If there are differences in candidate preparation for these TPEs across the pathways offered by the institution, please indicate these differences and ensure they are clearly labeled.

3.1. *Program/Coursework Coverage of TPEs* – Submission of Table 3.1 (provided in the appendices). Course coverage of **Foundational Skills TPE 7.5** with links to specific content within course syllabi.*(See Appendix C-F, as applicable to each credential program)*

3.2. *Coursework Coverage of Standard 7* – Provide a narrative with links embedded to specific location(s) in course syllabi addressing **Standard 7a** describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

3.3 *Clinical Practice*: *Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills* – Provide direct links to evidence demonstrating how the program ensures that candidates are in settings that allow them opportunities to practice teaching students foundational skills. This documentation must include <u>all</u> the following:

   3.3a. *Communication/Agreement with Districts regarding clinical practice* – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

   3.3b. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

   3.3c. *Candidate Clinical Practice Opportunities* – Direct link(s) to locations in clinical practice observation tools/assessments to ensure that candidates are practicing teaching these skills and are being provided formative feedback to guide improvement.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION
Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

…satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

> *(ii) A strong literature, language, and comprehension component with a balance of oral and written language.*

Submission Requirements for Part 4
Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).

4.2. *Clinical Practice*: *Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include <u>all</u> the following:

> 4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

> 4.2b. *Candidate Information* – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

> 4.2c. *Candidate Clinical Practice Opportunities* – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Education Code 44259 (b)(4)(A)(iii) and (iv) read as follows:

…satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

> *(iii) Ongoing diagnostic techniques that inform teaching and assessment.*
>
> *(iv) Early intervention techniques.*

Submission Requirements for Part 5

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

5.1.   *Program/Coursework Coverage of TPEs – S*ubmission of Table 5.1 (provided in the appendices) which includes specific TPEs related to diagnostic techniques that inform teaching and assessment as well as early intervention techniques. (See Appendix C-F as applicable to each credential program).

5.2.   *Clinical Practice Opportunities* for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.

> 5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to clinical practice settings that ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.
>
> 5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning and practicing diagnostic techniques as well as early intervention techniques.
>
> 5.2c. Links to specific location(s) in clinical practice observation tools to ensure that candidates are being provided opportunities to practice these skills and given feedback to guide improvement.

5.3 Incorporation of California Dyslexia Guidelines

> 5.3a. *Coursework* – Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).
>
> *5.3b. Coursework* – Provide direct link(s) to specific location(s) in course syllabi where the content of the *California Dyslexia Guidelines* is clearly identified.
>
> 5.3c. *Clinical Practice* – Explain how the program ensures that <u>all </u>candidates have opportunities in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*. Given that not every candidate

will have a child with dyslexia in their clinical practice setting, describe steps taken to ensure that there are other opportunities for these candidates to practice strategies identified in the *California Dyslexia Guidelines*. Describe how the program is tracking the clinical practice experiences related to dyslexia that each candidate is provided.

Additionally, provide all of the following:

5.3d. *Communication/Agreement with Districts* – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to students with dyslexia.

5.3e. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the *California Dyslexia Guidelines.*

5.3f. *Candidate Clinical Practice Opportunities* – Direct link(s) to locations in clinical practice observation tools that document that candidates have opportunities to practice and be provided feedback on the skills identified in the *California Dyslexia Guidelines*.

Appendix C
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
<u>Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive Support Needs</u>

Table 3.1. Teaching Performance Expectations: Foundational Skills
Indicate in which courses the literacy concepts are:
  1) introduced and are covered primarily,
  2) where there are opportunities for candidates to practice the concepts, and
  3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 **Foundational Skills.** Develop students' skills in the following:	**Introduce and Primary Coverage of Concepts***	**Opportunities to Practice***	**How Assessed***
a. print concepts, including letters of the alphabet			
b. phonological awareness, including phonemic awareness			
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences			

7.5/U7.5 **Foundational Skills.** Develop students' skills in the following:	**Introduce and Primary Coverage of Concepts***	**Opportunities to Practice***	**How Assessed***
d. decoding and encoding, including morphological awareness			
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. connected, decodable text			
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.			
i. 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.			

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), 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, 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/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.			
Create environments that foster students' oral and written language development, including discipline-specific academic language.			
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.			

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
7.8/U7.8 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 oral 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.			

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;			
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);			
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of 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).			
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.			
Understand how to appropriately assess and interpret results for English learner students.			
If indicated, 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 supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.			

All <u>Preliminary Education Specialist</u>: **Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following <u>additional</u> tables as appropriate to the credential offered.**

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
MM/EX 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development			
MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.			
MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.			

Appendix D
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
<u>Preliminary Education Specialist: Early Childhood Special Education</u>

Table 3.1. Teaching Performance Expectations: Foundational Skills
Indicate in which courses the literacy concepts are:

1) introduced and are covered primarily,
2) where there are opportunities for candidates to practice the concepts, and
3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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 the following:			

TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet			
b. phonological awareness, including phonemic awareness			
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness			
d. decoding and encoding			
e. 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.			

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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 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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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.			

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 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;			
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 California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);			
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 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).			
TPE 7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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 children identified as English learner students.			
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.			

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
pathologists, 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.			
TPE 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.			
TPE 7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multipole 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
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Education Specialist: Visual Impairments

Table 3.1. Teaching Performance Expectations: Foundational Skills
Indicate in which courses the literacy concepts are:
1) introduced and are covered primarily,
2) where there are opportunities for candidates to practice the concepts, and
3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. Print/braille concepts, including letters of the print and braille alphabets, including contracted braille			
b. phonological awareness, including phonemic awareness			
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences			
d. decoding and encoding; morphological awareness			

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. practice in connected, decodable text.			
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.			
i. 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.			

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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.			
TPE 7.7 Language Development. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings, pragmatics as students read, listen, speak, or communicate symbolically 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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
TPE 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.			

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning;			
Plan and implement evidence-based literacy instruction grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);			
Plan and implement evidence-based literacy instruction grounded in an understanding of the impact of visual impairments on language and literacy development;			
Plan and implement evidence-based literacy instruction grounded in an understanding of the *California Guidelines for Programs Serving Students with Visual Impairments*;			
Plan and implement evidence-based literacy instruction grounded in an understanding of 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).			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			
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;			
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 learner students.			
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.			

For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 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.			
TPE 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			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
California Dyslexia Guidelines, and addresses individual IEP goals.			
TPE 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 devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.			

Appendix F
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
<u>Preliminary Education Specialist: Deaf and Hard-of-Hearing</u>

Table 3.1. Teaching Performance Expectations: Foundational Skills
Indicate in which courses the literacy concepts are:
    1) introduced and are covered primarily,
    2) where there are opportunities for candidates to practice the concepts, and
    3) how candidate's knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping;			
b. phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning			

7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
c. 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			
d. decoding and encoding; morphological awareness;			
e. text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or facial expressions and movement in ASL), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. practice in connected, decodable text			
h. instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.			
i. 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.			

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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 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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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.			

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning;			
Plan and implement evidence-based literacy instruction grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention);			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Plan and implement evidence-based literacy instruction grounded in an understanding of 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).			
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			
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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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 ASL and as appropriate in ASL and any other 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.			

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 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.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 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.			
TPE 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.			