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# 4A

## Action

### *Educator Preparation Committee*

#### **Proposed Adoption of Literacy Standards and Teaching Performance Expectations Pursuant to Senate Bill 488**

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**Executive Summary:** This agenda item presents for review and adoption revised Literacy Program Standards and Teaching Performance Expectations (TPEs) for educator preparation programs leading to a Multiple Subject, Single Subject, Education Specialist: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN), and the proposed PK-3 Early Childhood Education Specialist Instruction Credential, as required by SB 488.

**Recommended Action:** That the Commission adopt the proposed Literacy Program Standards and TPEs for the Multiple Subject/Single Subject Credential, Education Specialist Credential, and Proposed PK-3 ECE Specialist Credential.

**Presenters:** Nancy Brynson, Roxann Purdue, and Heather Kennedy, Consultants, Professional Services Division

#### **Strategic Plan Goal**

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

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

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# Proposed Adoption of Literacy Standards and Teaching Performance Expectations Pursuant to Senate Bill 488

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## Introduction

This agenda item presents for review and adoption revised Literacy Program Standards and Teaching Performance Expectations (TPEs) for educator preparation programs leading to a Multiple Subject, Single Subject, Education Specialist: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN), and the proposed PK-3 Early Childhood Education Specialist Instruction Credential, as required by [Senate Bill 488 \(Chap. 678, Stats. 2021\)](#). The proposed standards and TPEs underwent a field review, and the agenda item includes the final results. This item also presents an update on the work to implement SB 488.

## Requirements of SB 488

Senate Bill (SB) 488 amended Education Code (EC) sections [44283](#) and [44283.2](#) and revised the definition of “study of effective means of teaching literacy” in Education Code [44259 \(b\)\(4\)\(A\)](#) and (B) and requires the Commission to complete a series of actions related to literacy instruction. These sections of statute apply to the Multiple Subject (MS), Single Subject (SS) English Language Arts (ELA), and Education Specialist credentials and specify that the study of effective means of teaching literacy include evidence-based means of teaching foundational reading skills of print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for struggling readers, English learners, and pupils with exceptional needs.

The Commission is required to update Program Standards and Teaching Performance Expectations (TPEs) to ensure alignment with the current State Board of Education (SBE) adopted [English Language Arts/English Language Development Framework](#) and incorporate the [California Dyslexia Guidelines](#). Some of the key requirements of SB 488 are as follows:

- a. By September 1, 2022, the Commission will ensure that all requirements regarding the content of teacher preparation in literacy instruction in [EC 44259 \(b\) \(4\) \(A\) and \(B\)](#) are included in the program standards of quality and effectiveness for the preliminary Multiple Subject, Education Specialist, and Single Subject English Language Arts credentials.
- b. By September 1, 2024, Commission program standards and TPEs for preliminary Multiple Subject, Single Subject English Language Arts, and Education Specialist credentials must include satisfactory completion of research-based comprehensive reading instruction, as specified, and incorporate the *California Dyslexia Guidelines*.
- c. By July 1, 2025, the Commission must develop and implement a literacy instruction performance assessment that assesses all Multiple Subject and Education Specialist

candidates for competence in effective means of teaching literacy, including but not limited to evidence-based methods of teaching foundational reading skills. This assessment must be aligned to the *ELA/ELD Framework*, program standards of quality and effectiveness, and TPEs.

- d. Before requiring successful passage of the literacy performance assessment, the Commission must certify that the teacher education programs, approved by the Commission pursuant to EC section [44227](#), offer instruction in the knowledge, skills, and abilities required by the assessment.

### **Background**

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

Program standards address both broad and specific topics, including the program's overall design and curriculum, as well as opportunities for candidates to learn, practice, and be assessed on their progress towards meeting the TPEs. The TPEs identify the knowledge, skills, and abilities in which teacher candidates should be competent when they complete their teacher preparation program. Each set of preliminary teaching credentials includes a program standard that requires educator preparation programs to provide candidates with opportunities to learn, practice, and be assessed on the knowledge, skills, and abilities of each TPE. All educator preparation programs approved by the Commission must demonstrate that they meet all program standards and performance expectations applicable to their particular program.

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

In [February 2022, Agenda Item 3C](#) provided information regarding the implementation of SB 488 along with a draft [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#). The Resource Guide is a compilation of state-adopted standards and guidance related to

literacy instruction in California and is intended to serve as a program resource to support effective teacher preparation for literacy instruction. In [June 2022, Agenda Item 3C](#) provided the Commission's first annual report to the Legislature on the implementation of SB 488. In the Commission's most recent meeting in [August 2022, Agenda Item 2C](#) staff provided an update on the development of draft Literacy Program Standards and TPEs, along with preliminary data results from the field review survey on the documents.

### **Commission's Literacy Workgroup**

The Commission's Literacy Workgroup (see [Appendix F](#)) undertook a review of the Commission's adopted Educator Preparation Program Standards and related Literacy TPEs and made recommendations for additions and revisions based on the requirements of SB 488 for consideration by the Commission. The focus of the workgroup has been on needed updates to program standards and TPEs for the Preliminary MS, SS, and Education Specialist MMSN and ESN, and the proposed PK-3 ECE Specialist Instruction Credential.

The workgroup convened a total of four times for full-day meetings in May, June, July, and September 2022. The fourth and final workgroup meeting was held on September 13, 2022, with the primary purpose of analyzing the data and comments from the field review surveys that were completed as of September 2, 2022, as a means of determining additional appropriate content to incorporate within the draft Literacy Program Standards and TPEs. Staff shared preliminary revisions in response to the field review feedback with the workgroup at this meeting in order to gain their input.

### **Field Review**

Three field review surveys were made available to the public beginning in July 2022 for constituents to provide feedback on the draft literacy program standard and TPEs for MS/SS (July 18, 2022), Education Specialist - MMSN and ESN (July 26, 2022), and the Proposed PK-3 ECE Specialist (July 28, 2022). These surveys closed on September 2, 2022, and the results were analyzed and shared with the SB 488 Workgroup. Survey data is available in [Appendix E](#) for all three credential areas. Feedback from the surveys and the workgroup were incorporated into the proposed drafts for MS/SS, Education Specialist - MMSN and ESN, and proposed PK-3 ECE Specialist.

### ***Open-Ended Comments***

Across the three surveys, trends emerged with frequently repeated comments having similar/same wording. Among these trends were comments that addressed the terms *structured literacy*, *at risk for and with dyslexia*, and *sound-symbol correspondences*, and using *and* rather than *or* in "coursework or supervised clinical practice for students at risk for and with dyslexia." Other comments repeated across the three credential types were related to understanding the differences between students developing proficiency in English and students with a learning disability, ensuring the accurate identification of multilingual/English learner students with disabilities, providing supervised clinical practices with native and non-native speakers of English, and crafting a specific TPE that requires teacher candidates to demonstrate the knowledge and skills related to dyslexia.

*Multiple Subject/Single Subject.* In reviewing the open-ended comments for the Multiple Subject/Single Subject proposed program standard and TPE Domain 7, several themes emerged that were unique to this credential area. These comments were related to clarifying the differences between the requirements for multiple subject programs and single subject programs, addressing disabilities beyond dyslexia, and addressing inclusion, collaboration, and assistive technology.

*Education Specialist-MMSN and ESN.* In reviewing the open-ended comments for the Education Specialist - MMSN and ESN proposed program standard and TPE Domain 7, there were some additional repeated comments with same or similar wording specific to this credential area. These comments addressed the need to prepare candidates to work with diverse populations, e.g., native speakers of English, multilingual/English learner students, students with disabilities, and specify parents/educational rights holders in collaborative processes to determine eligibility and development of Individualized Education Plans (IEPs). Unique themes that emerged from the open-ended comments were related to elevating inclusion and Universal Design for Learning, addressing all students with disabilities, including the low incidence areas, ensuring that expectations are realistic/developmentally appropriate, and defining fluency in terms of accuracy and prosody. Respondents also commented on the need to address candidate preparation to work with instructional support personnel, to elevate collaboration and the work with multidisciplinary teams, and to include the English Language Development (ELD) specialist as a part of the multidisciplinary team.

*Proposed PK-3 ECE Specialist Instruction Credential.* In reviewing the open-ended comments for the proposed PK-3 ECE Specialist draft program standard and TPE Domain 7, unique themes emerged related to elevating play and developmentally appropriate practices and distinguishing practices for children in Preschool (PK), Transitional Kindergarten (TK), Kindergarten, and first, second, and third grades. Elevating social emotional learning, addressing trauma informed practices, and emphasizing collaboration with families, specialists, and the community also emerged as a trend in the additional concepts requested by respondents. Additional comments were made regarding the need to base instructional decisions on assessment data and to highlight the role of reciprocity of reading and writing, as well as the role of prosody in comprehension. An additional trend emerged regarding the need to address an expanded view of foundational skills; after print concepts state “the alphabetic principle and decoding principles, including phonological awareness, phonics, and word recognition; and word knowledge, including vocabulary, syntax, and morphology; all of which contribute to fluency and comprehension in the comprehensive literacy program.”

### **Literacy Program Standards and Teaching Performance Expectations**

In response to the feedback provided in the field review surveys, by Commissioners, and by the workgroup members, revisions to the draft program standards and TPEs were made. The proposed program standards and TPEs for the Preliminary Multiple Subject and Single Subject, Education Specialist (MMSN and ESN), and proposed PK-3 ECE Specialist credentials were finalized after analysis of the field review data and input from the Literacy Workgroup and other field experts. The crosswalk comparing the provisions of SB 488 and the Literacy Program

Standard and TPEs for the Multiple Subject and Single Subject credentials was updated as a last check to determine if all statutory requirements had been met. The current crosswalk is included in [Appendix A](#). The final drafts of the proposed program standards and TPEs for each of the three credential types are included in [Appendices B, C, and D](#).

### **Low Incidence Education Specialist Credentials**

Draft program standards and TPEs for the three low-incidence Education Specialist credentials – Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI) – credentials were developed with focus groups of content experts. Field review focus groups for ECSE, DHH, and VI were conducted in August and September to seek feedback on drafts for the TPEs for these low-incidence credential areas. It was found that appropriate standards and TPEs for these credentials need some important changes from the MMSN and ESN standard and TPEs. Therefore, additional time for further development and field review is needed.

### **Staff Recommendation**

Staff recommends the following actions:

- That the Commission adopt the proposed Literacy Program Standards and TPEs for the Preliminary Multiple Subject and Single Subject Credentials, Preliminary Education Specialist MMSN and ESN Credentials, and proposed PK-3 ECE Specialist Instruction Credential.
- That the Commission require that all Commission approved MS/SS and Education Specialist credentials transition to the new literacy standards by July 1, 2024.
- That all new PK-3 ECE credentials to be approved beginning in 2023 must demonstrate alignment to the new literacy standards and TPEs.
- That all new Multiple Subject/Single Subject or Education Specialist Programs must demonstrate alignment to the new literacy standards and TPEs.
- That the Commission direct staff to continue the development of program standards and TPEs for the Preliminary Education Specialist ESCE, DHH, and VI Credentials.

### **Next Steps**

The Commission’s currently adopted TPEs for Multiple Subject/Single Subject and for Education Specialist credentials include Part 2: Subject-Specific Pedagogy. [Literacy TPEs](#) were revised and adopted in 2019 and added to Part 2. If adopted, the proposed program standards and TPEs in this item would replace the 2019 Literacy TPEs beginning July 1, 2024.

Table 1 below outlines the implementation timeline for SB 488 and includes technical assistance for programs, certification of programs, and the development of a literacy performance assessment.

**Table 1: Timeline for the Implementation of SB 488**

<b>Timeframe</b>	<b>Activity: MS/SS, Education Specialist, and proposed PK-3 Early Childhood Specialist Instruction Credentials</b>
October 13-14, 2022	October Commission Meeting – Proposed adoption of draft literacy program standards and TPEs
Fall 2022	Internal Commission staff training, development of technical assistance plan to assist programs
Fall 2022	Continue development of program standards and TPEs for Education Specialist – ECSE, DHH, and VI
Winter 2022	Begin Design team work on literacy instruction performance assessment
Winter 2022	Proposed adoption of program standards and TPEs for Education Specialist – ECSE, DHH, and VI
2022 – 2024	Technical assistance to preparation programs in meeting updated literacy program standards and TPEs including but not limited to regional workshops, webinars, and office hours
2023 - 2024	Board of Institutional Reviewers training update to address literacy program standards and TPEs
2023 - 2024	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Pilot Study and Technical Assistance
July 1, 2024	All programs are aligned to literacy program standards and TPEs
2024-2025	Review and certify preparation program compliance with new literacy program standards and TPEs
2024 - 2025	MS/SS, Education Specialist, PK-3 ECE Specialist credential Literacy Performance Assessment Field Test and Technical Assistance
July 1, 2025	MS/SS, Education Specialist, PK-3 ECE Specialist Literacy Performance Assessment becomes operational

### **Development of the Literacy Performance Assessment**

Upon approval of the TPEs for MS/SS, Education Specialist, and the proposed PK-3 ECE Specialist credentials, the Commission will begin development of the literacy performance assessment (LPA) required by SB 488 for the MS/SS, Education Specialist, PK-3 ECE Specialist candidates. The [design team application](#) is available until October 7, 2022. Once the application period closes, a design team will be appointed to work with the Commission’s Performance Assessment team and Evaluation Systems group of Pearson, the Commission’s identified technical assistance contractor on the design and development of the LPA. According to [EC 44283 \(b\) \(7\)](#), the design team must comprise “at least one-third classroom teachers with recent experience in teaching reading in the early grades.” Pursuant to SB 488, the literacy performance assessment must:

- Assess competence in teaching foundational reading skills
- Align to the requirements of [subparagraphs \(A\) and \(B\) of paragraph \(4\) of subdivision \(b\) of Section 44259](#), the proposed program standards and teaching performance

expectations, and the current *English Language Arts/English Language Development (ELA/ELD) Framework* adopted by the State Board of Education

- Meet the Commission's [Assessment Design Standards](#) for teaching performance assessments

Until a literacy performance assessment is brought to the Commission for approval, candidates for the preliminary MS, Education Specialist, and the pending PK-3 Specialist Instruction credentials must continue to take and pass the Reading Instruction Competence Assessment (RICA) as specified in Education Code section [44283\(c\)](#).

**Table 2: Literacy Performance Assessment Development Tasks and Timeline**

Contract Year	Overview of the Scope of Work
Year One: 2022-23 Fall 2022  Fall 2022-Spring 2023	<ul style="list-style-type: none"> <li>• Identify and appoint literacy design team</li> <li>• Develop draft literacy assessments with design team and Evaluation Systems group of Pearson (technical contractor) for MS/SS, Education Specialist, PK-3 ECE Specialist</li> </ul>
Year Two: 2023-24	<ul style="list-style-type: none"> <li>• Continue development of literacy instruction performance assessments</li> <li>• Conduct Pilot Tests for MS/SS, Education Specialist, PK-3 ECE Specialist</li> </ul>
Year Three: 2024-25  Spring 2025	<ul style="list-style-type: none"> <li>• Continue development of literacy instruction performance assessments based on the pilot test findings</li> <li>• Conduct Field Tests for MS/SS, Education Specialist, PK-3 ECE Specialist</li> <li>• Complete final revisions made based on field test findings</li> <li>• Conduct Standard Setting using field test findings for MS/SS, Education Specialist, PK-3 ECE Specialist</li> <li>• Present proposal of recommended passing standards and assessments to Commissioners</li> </ul>
Year Four: 2025-26	<ul style="list-style-type: none"> <li>• First operational administration of Literacy Performance Assessment for MS/SS, Education Specialist, PK-3 ECE Specialist</li> <li>• Manage ongoing administration, scoring, reporting, and maintenance of the Commission's approved performance assessments</li> </ul>



## Appendix A

### Crosswalk of SB 488 and the Literacy Program Standard and TPEs for Multiple Subject and Single Subject Credentials

The following charts identify the language or concepts in the Literacy Standard for Multiple Subject and Single Subject Credentials that correspond with the requirements stated in SB 488, Education Code 44259(b)(4). Corresponding language or concepts are indicated with underlined text. Correspondences were determined based on the use of the same or similar language in both documents or updated language consistent with the intent of the legislation. Special notes are indicated with asterisks and bold font.

*Note: The content of SB 488 relative to literacy instruction is addressed across the 24 paragraphs of this literacy standard. As a result, the text of SB 488 is repeated several times in these charts to highlight the specific aspects of the legislation that are addressed in each section of the standard.*

Text of SB 488	Text of Literacy Standard
<p><b>EC 44259(b)(4)</b></p> <p><u>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b>English Language Arts/English Language Development (ELA/ELD) Framework</b> adopted by the state board, ...</u></p> <p>The study of reading shall meet the following requirements:</p> <p>(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, <u>and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).</u></p>	<p><b>Overview, ¶1</b></p> <p>The credential program’s coursework and field experiences encompass <u>the study of effective means of teaching literacy</u> across all disciplines based on California’s State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards. Program coursework and supervised field experiences are <u>aligned with the current, SBE-adopted <b>English Language Arts/English Language Development (ELA/ELD) Framework</b></u>, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. <u>The program emphasizes the relationship among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also support progress in the foundational skills.</u> Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential</p>

Text of SB 488	Text of Literacy Standard
	and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and <u>evidence-based</u> means of teaching ... The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of <u>comprehensive reading instruction</u> that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p> <p>(C) A program for the multiple subject teaching credential and the education specialist teaching credential also shall include the <u>study of integrated methods of teaching language arts.</u></p>	<p><b>Overview, ¶12</b></p> <p>Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates’ knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, <u>comprehensive</u>, systematic, <u>evidence based</u>, and responsive to students’ age and prior literacy development. Candidates learn the <u>power of language (both oral and written)</u> to understand and transform the world and to create and support socially just learning environments. The program also builds candidates’ understanding that high-quality literacy instruction <u>integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards</u> to develop students’ capacities as <u>effective and critical readers, writers, listeners, and speakers.</u></p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, <u>including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.</u> The study of effective means of teaching literacy ... shall be aligned to the</p>	<p><b>Overview, ¶13</b></p> <p>The study of high-quality literacy instruction in the program also incorporates the following elements of the <i>California Comprehensive State Literacy Plan</i>:</p> <p>a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining*</p>

Text of SB 488	Text of Literacy Standard
<p>current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework</i></b>* adopted by the state board <u>and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335</u>. The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p> <p><u>(iv) Early intervention techniques.</u></p>	<p>b) <u>Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for individuals who have not benefited from supplemental support</u></p> <p>c) Instruction that is responsive to individual learners’ 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) <u>Incorporation of the <i>California Dyslexia Guidelines</i></u></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) <u>Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students’ literacy profiles, including English learner typologies, and to identify potential difficulties or disabilities in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention</u></p> <p><b><i>*Elements a, c, e, and f are also discussed in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance</p>	<p><b>Overview, ¶4</b></p> <p>Consistent with the <i>ELA/ELD Framework</i>, candidates learn literacy instructional <b>practices,*</b> through coursework and supervised field experiences, that are active, motivating, and</p>

Text of SB 488	Text of Literacy Standard
<p>expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p>	<p>engaging. Candidates learn that effective practices begin with building on students’ cultural and linguistic assets, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students’ autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates learn that instructional practices vary according to students’ learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for student independence, motivation, and learning.</p> <p><b><i>*The instructional practices described in this section of the literacy standard are consistent with those described in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and <u>evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils</u>,...The study of effective means of teaching literacy ... shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ... The study of reading shall meet the following requirements:</p>	<p><b>7a. Foundational Skills,* ¶15</b></p> <p><i>Multiple Subject or Single Subject English Program</i></p> <p>The program offers coursework and supervised field experiences that include <u>evidence-based means of teaching foundational skills</u> to all students as a part of a <u>comprehensive literacy program</u>, with special emphasis in transitional kindergarten through grade three. Foundational skills include <u>print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity)</u>. Through the program, candidates learn that effective</p>

Text of SB 488	Text of Literacy Standard
<p>(A) Commencing January 1, 1997, satisfactory completion of <u>comprehensive reading instruction</u> that is research based and includes all of the following:</p> <p>(i) The study of <u>organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills</u>. ...</p>	<p>instruction in foundational reading skills is structured and <u>organized</u> as well as <u>direct, systematic, and explicit</u>.</p> <p><b><i>*Foundational Skills is one the key themes of ELA/Literacy and ELD instruction described in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>The study of effective means of teaching literacy ... shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board_... The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of <u>comprehensive reading instruction</u> that is research based and includes all of the following:</p> <p>(i) The study of <u>organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills</u>. ...</p> <p>(B) For purposes of this section, “<u>direct, systematic, explicit phonics</u>” means <u>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</u> set forth in clauses (i) to (v), inclusive, of subparagraph (A).</p>	<p><b>Foundational Skills,* ¶6</b></p> <p><i>Multiple Subject or Single Subject English Program</i></p> <p>The program ensures that candidates understand that <u>instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text</u>. In addition, candidates learn that instruction in text reading fluency should include emphases on spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the <u>connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression</u>.</p> <p>The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.</p>

Text of SB 488	Text of Literacy Standard
<p><b>EC 44259(b)(4)</b></p> <p>The study of effective means of teaching literacy ... shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board...</p>	<p><b>Foundational Skills,* ¶7</b></p> <p><i>Multiple Subject or Single Subject English Program</i></p> <p>The program also includes evidence-based means of <u>teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency</u>, and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on students’ previous literacy experiences in their home languages and to differentiate instruction using guidance from the <i>ELA/ELD Framework</i>, including knowledge of cross-language transfer between the home languages and English.</p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, <u>including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs</u>. The study of effective means of teaching literacy ... shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board <u>and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335</u>.</p> <p>...The study of reading shall meet the following requirements:</p>	<p><b>Foundational Skills, ¶8</b></p> <p><i>Multiple Subject or Single Subject English Program</i></p> <p>The program teaches candidates that effective instruction in foundational skills <u>employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia</u>. <u>Candidates learn to monitor students’ progress based on their knowledge of critical milestones of foundational skills development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards</u>. <u>They also learn to adapt instruction and provide accommodations and supplemental support to students who continue to experience difficulty</u> and to collaborate with students’ families and guardians as well as with teachers, specialists, other professionals, and</p>

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<p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p> <p><u>(iv) Early intervention techniques.</u> ...</p>	<p>administrators from the school or district to strengthen the foundational skills instruction provided and initiate, when appropriate, referrals for additional assessment and intensive intervention.</p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p> <p><u>(iv) Early intervention techniques.</u> ...</p>	<p><b>Foundational Skills, ¶9</b></p> <p><i>Single Subject Credential Program (Subjects Other than English)</i></p> <p>The program provides opportunities for credential candidates to learn to recognize and 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. <u>Candidates also learn to identify students with potential reading and writing difficulties that may be affecting students' progress in the specific subject area.</u> Candidates learn to collaborate with other teachers, specialists, and administrators from the school to determine and <u>provide viable accommodations and initiate needed specialist referrals.</u></p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(v) <u>Guided practice in a clinical setting.</u></p>	<p><b>Foundational Skills, ¶10</b></p> <p><i>Multiple Subject Credential Program</i></p> <p>The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding).</p>

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<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b>English Language Arts/English Language Development (ELA/ELD) Framework*</b> adopted by the state board, ...</p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p> <p><i>(Note: This specific language does not appear in the literacy standard; however, the language of the standard addresses similar content and is consistent with current research and practice.)</i></p>	<p><b>7b. Meaning Making,* ¶11</b></p> <p>Coursework and field experiences for the <i>Multiple Subject or Single Subject</i> credential program emphasize <u>meaning making as the central purpose for interacting with and interpreting texts</u>, composing texts, engaging in research, participating in discussion, speaking with others, and listening to, viewing, and giving presentations. The program <u>addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences</u>. The program also teaches the <u>importance of attending to higher order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical reading, writing, listening, and speaking across the disciplines</u>. The program ensures that candidates understand that among the contributors to meaning making are <u>language</u>, including vocabulary and grammatical and discourse-level understandings; content knowledge, motivation and engagement, <u>comprehension monitoring</u>, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.</p> <p><b><i>*Meaning Making is one the key themes of ELA/Literacy and ELD instruction described in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p>	<p><b>Meaning Making, ¶12</b></p> <p>The program highlights the importance of providing students opportunities to interact with a range of print and digital, <u>high-quality literary and informational texts</u> that are culturally and linguistically relevant, inclusive, and affirming as listeners, readers, speakers, and writers and to share their</p>



Text of SB 488	Text of Literacy Standard
<p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p>understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in <u>reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention)</u> to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.</p>
<p><b>EC 44259(b)(4)</b>  ...The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...  The study of reading shall meet the following requirements:  (A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...  <u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u>  <i>(Note: This specific language does not appear in the literacy standard; however, the language of the standard addresses</i></p>	<p><b>7c. Language Development,* ¶13</b>  Coursework and field experiences for the <i>Multiple Subject or Single Subject</i> credential program emphasize <u>language development as the cornerstone of literacy, learning, and relationship building</u> and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to <u>create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language.</u> The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.</p>

Text of SB 488	Text of Literacy Standard
<i>similar content and is consistent with current research and practice.)</i>	<b><i>*Language Development is one the key themes of ELA/Literacy and ELD instruction described in the ELA/ELD Framework.</i></b>
<p><b>EC 44259(b)(4)</b></p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>Language Development, ¶14</b></p> <p>The program addresses the <u>importance of developing students’ language, including their knowledge of how language works. Candidates learn to support students’ oral and written language development, including vocabulary knowledge and use.</u> The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to <u>grammatical and discourse-level understandings of language.</u> Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students’ learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, 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 students’ speaking, writing, or other communications; understanding of students’ English language proficiency; and the integration of language development with other themes.</p>

Text of SB 488	Text of Literacy Standard
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p> <p><i>(Note: This specific language does not appear in the literacy standard; however, the language of the standard addresses similar content and is consistent with current research and practice.)</i></p>	<p><b>7d. Effective Expression,* ¶15</b></p> <p>Coursework and field experiences for the <i>Multiple Subject or Single Subject</i> credential program address effective oral and written expression, including how students learn to <u>effectively express themselves as activity and discussion partners, presenters, and writers</u> and to use digital media and visual displays to enhance their expression. Candidates learn how to engage students in a <u>range of interactions and collaborative conversations and to prioritize extended conversations</u> with diverse partners on grade-level topics and texts. Candidates learn to help students <u>identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structure of written, oral, or visual texts.</u> Through the program, candidates learn to teach students to <u>discuss, orally present, and write so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically.</u> Candidates also learn how to help students <u>communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English</u> (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students’ existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.</p> <p><b><i>*Effective Expression is one the key themes of ELA/Literacy and ELD instruction described in the ELA/ELD Framework.</i></b></p>

Text of SB 488	Text of Literacy Standard
<p><b>EC 44259(b)(4)</b></p> <p>...The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>Effective Expression, ¶16</b></p> <p>Through coursework and supervised field experiences, candidates learn to <u>engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines.</u> They also learn to teach students to plan, develop, provide <u>feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration.</u> Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual students' speaking, writing, or other communications; and the integration of effective expression with other themes.</p>

Text of SB 488	Text of Literacy Standard
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p> <p><i>(Note: This specific language does not appear in the literacy standard; however, the language of the standard addresses similar content and is consistent with current research and practice.)</i></p>	<p><b>7e. Content Knowledge,* ¶17</b></p> <p>Coursework and field experiences for the <i>Multiple Subject or Single Subject</i> credential program address content knowledge, which includes <u>literary, cultural, and discipline-specific knowledge, as a powerful contributor to comprehension of texts</u> and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships between the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students’ development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when its relevance is clear, reflects and values students’ diverse experiences and cultures, and is responsive to students’ interests.</p> <p><b><i>*Content Knowledge is one the key themes of ELA/Literacy and ELD instruction described in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p>	<p><b>Content Knowledge, ¶18</b></p> <p>The program emphasizes the importance of <u>full access to content instruction</u>—including through printed and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students’ language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. The program helps candidates <u>build students’ understandings of disciplinary</u></p>

Text of SB 488	Text of Literacy Standard
	<p><u>literacy</u>—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).</p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p> <p>The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(ii) A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>Content Knowledge, ¶19</b></p> <p>The program addresses the role of content knowledge as students navigate <u>increasingly complex informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers</u>. The program also teaches the <u>importance of wide and independent reading in knowledge building and literacy development</u>. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.</p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, <u>including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.</u> ...</p> <p>The study of reading shall meet the following requirements:</p>	<p><b>7f. Literacy Instruction for Students with Disabilities,* ¶20</b></p> <p>Coursework and field experiences for the <i>Multiple Subject or Single Subject English</i> credential program provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum</p>

Text of SB 488	Text of Literacy Standard
<p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p> <p><u>(iv) Early intervention techniques.</u></p>	<p>for all students and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand <u>their responsibility for providing initial and supplemental instruction for students. Candidates learn and practice how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to gain additional assessment and instructional support for students.</u> The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.</p> <p><b><i>*This section of the standard corresponds with the description of instruction for students with disabilities in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, <u>including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.</u> The study of effective means of teaching literacy ... shall be aligned to the current <b><i>English Language Arts/English Language Development</i></b></p>	<p><b>Literacy Instruction for Students with Disabilities,* ¶21</b></p> <p>The <i>Multiple Subject or Single Subject English</i> program <u>incorporates the California Dyslexia Guidelines through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities.</u></p>

Text of SB 488	Text of Literacy Standard
<p><b><i>(ELA/ELD) Framework*</i></b> adopted by the state board and <u>shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335</u>. The study of reading shall meet the following requirements:</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p>	<p><u>Candidates learn that guiding principles for educating students with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics, as needed) along with other cognitive and perceptual supports.</u></p>
<p><b>EC 44259(b)(4)</b></p> <p>Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), ... <u>including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs...</u>The study of effective means of teaching literacy shall be in accordance with the commission’s standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current <b><i>English Language Arts/English Language Development (ELA/ELD) Framework*</i></b> adopted by the state board, ...</p>	<p><b>7g. Integrated and Designated English Language Development,* ¶122</b></p> <p>Coursework and field experiences for the <i>Multiple Subject or Single Subject</i> credential program emphasize that <u>ELD should be integrated into ELA and all other content instruction</u> and build on students’ cultural and linguistic assets. The program also emphasizes that <u>comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction</u>. Candidates learn <u>how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics</u>. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which <u>English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines</u>. All candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that advances English learner students’ academic and language development, strengthening students’ abilities to</p>



Text of SB 488	Text of Literacy Standard
	<p>use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, <u>levels of English language proficiency, and prior educational experiences</u>. Candidates also learn to design <u>instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works</u>. 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><b><i>*This section of the standard corresponds with the description of integrated and designated ELD instruction in the ELA/ELD Framework.</i></b></p>
<p><b>EC 44259(b)(4)</b></p> <p>The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be <u>aligned to the current <b>English Language Arts/English Language Development (ELA/ELD) Framework</b></u> adopted by the state board, ...</p>	<p><b>Integrated and Designated English Language Development, ¶123</b></p> <p>The <i>Multiple Subject</i> credential program prepares candidates to provide designated ELD, as a part of the regular school day in which English learner <u>are taught English language skills critical for engaging in grade-level content learning</u>. Candidates learn that <u>designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards</u>. Candidates also learn to <u>use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study</u>.</p>
<p><b>EC 44259(b)(4)</b></p> <p>...The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality</p>	<p><b>7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice, ¶124</b></p>

Text of SB 488	Text of Literacy Standard
<p>and effectiveness and <u>current teaching performance expectations</u>, ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(v) <u>Guided practice in a clinical setting</u>.</p>	<p>The program teaches all elements of the Literacy <u>Teaching Performance Expectations</u> and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any local and/or state literacy performance assessments. Supervised, <u>guided practice in clinical settings</u> provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.</p>

## Crosswalk of SB 488 and Literacy Teaching Performance Expectations for Multiple Subject and Single Subject Preliminary Credential Candidates

The following chart identifies the language or concepts in the Literacy Teaching Performance Expectations (TPE) for Multiple Subject and Single Subject Credentials that correspond with the requirements stated in SB 488, Education Code 44259(b)(4). Corresponding language or concepts are indicated with underlined text. Correspondences were determined based on the use of the same or similar language in both documents or updated language consistent with the intent of the legislation.

*Note: The content of SB 488 relative to literacy instruction is addressed across the 11 elements of the literacy TPEs. As a result, the text of SB 488 is repeated several times in the chart to highlight the specific aspects of the legislation that are addressed in each TPE element.*

Text of SB 488	Text of Literacy TPEs
EC 44259(b)(4) Study of <u>effective means of teaching literacy</u> , including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and <u>evidence-based means of teaching</u> foundational reading skills ... The study of <u>effective means of teaching literacy</u> ... shall be <u>aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework</u> adopted by the state board, ...	7.1 Plan and implement <u>evidence-based literacy instruction</u> (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards <sup>1</sup> and the themes of the <u>ELA/ELD Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge)</u> and their integration.
EC 44259(b)(4) Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills ... to all pupils, including <u>tiered supports for pupils with reading difficulties</u> , English learners, and <u>pupils with exceptional needs</u> . The study of effective means of teaching literacy ... shall <u>incorporate the program guidelines for dyslexia</u> developed pursuant to Section 56335.	7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; <u>California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention)</u> ; and the <u>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</u>

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<sup>1</sup> Applicable literacy-related standards for Multiple Subject and Single Subject English candidates are the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards. Applicable literacy-related standards for other Single Subject candidates are the California Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards.

Text of SB 488	Text of Literacy TPEs
	<u>includes phonology, orthography, phonics, morphology, syntax, and semantics).</u>
<p>EC 44259(b)(4) .... The study of effective means of teaching literacy ... shall <u>be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework</u> adopted by the state board</p>	<p>7.3 Incorporate <u>asset-based pedagogies and inclusive approaches and culturally and linguistically sustaining practices in literacy instruction</u> (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' <u>literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</u></p>
<p>EC 44259(b)(4) ... The study of effective means of teaching literacy ... shall <u>be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework</u> adopted by the state board, ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(iii) <u>Ongoing diagnostic techniques that inform teaching and assessment.</u></p>	<p>7.4 Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is <u>active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</u></p>
<p>EC 44259(b)(4) Study of ... evidence-based means of teaching <u>foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency</u> to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:</p> <p>(i) The study of organized, <u>systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.</u></p> <p>(ii) <u>A strong literature, language, and</u></p>	<p><b>7.5 Foundational Skills. Multiple Subject Candidates:</b> <u>Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling - sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is direct, systematic, and explicit and that includes practice in connected, decodable text.</u> <b>Multiple Subject and Single Subject Candidates:</b> Provide instruction in text reading fluency that emphasizes <u>spelling and syllable patterns,</u></p>

Text of SB 488	Text of Literacy TPEs
<p><u>comprehension component with a balance of oral and written language...</u></p> <p>(B) For purposes of this section, “<u>direct, systematic, explicit phonics</u>” means <u>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</u> set forth in clauses (i) to (v), inclusive, of subparagraph (A).</p>	<p><u>semantics, morphology, and syntax.</u> <b><i>Multiple Subject and Single Subject Candidates:</i></b> Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they <u>read and write increasingly complex disciplinary texts with comprehension and effective expression.</u></p>
<p>EC 44259(b)(4) ... (A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(ii) <u>A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>7.6 Meaning Making.</b> Engage students in <u>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</u> across the disciplines. Engage students in <u>reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer question, and support analysis, reflection, and research.</u></p>
<p>EC 44259(b)(4) ... The study of effective means of teaching literacy ... shall <u>be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board,</u> ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(ii) <u>A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>7.7 Language Development.</b> Promote students’ <u>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.</u> Create environments that foster oral and written language development, including <u>discipline-specific academic language.</u> Enhance language development by engaging students in the creation of <u>diverse print, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home</u></p>

Text of SB 488	Text of Literacy TPEs
	<u>languages and dialects, and that accepts and encourages translanguaging.</u>
<p>EC 44259(b)(4) ... The study of effective means of teaching literacy ... shall <u>be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board, ...</u></p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following: ...</p> <p>(ii) <u>A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>7.8 Effective Expression.</b> Develop students' <u>effective expression as they write, discuss, present, and use language conventions.</u> Engage students in a range of frequent formal and informal <u>collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.</u> Teach students to <u>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.</u> Develop students' <u>use of keyboarding, technology, and multimedia,</u> as appropriate, and <u>fluency in spelling, handwriting, and other language conventions</u> to support writing and presentations. Teach young children <u>letter formation/printing</u> and related language conventions, such as capitalization and punctuation, <u>in conjunction with applicable decoding skills.</u></p>
<p>EC 44259(b)(4) ... The study of effective means of teaching literacy ... shall be <u>aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework</u> adopted by the state board, ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:</p> <p>(ii) <u>A strong literature, language, and comprehension component with a balance of oral and written language.</u></p>	<p><b>7.9 Content Knowledge.</b> Promote students' <u>content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways,</u> including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.</p> <p><u>Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.</u> Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share,</p>

Text of SB 488	Text of Literacy TPEs
	analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
<p>EC 44259(b)(4) Study of effective means of teaching literacy, ... including <u>tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.</u></p> <p>The study of effective means of teaching literacy ... shall <u>incorporate the program guidelines for dyslexia</u> developed pursuant to Section 56335. ...</p> <p>(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:</p> <p><u>(iii) Ongoing diagnostic techniques that inform teaching and assessment.</u></p> <p><u>(iv) Early intervention techniques.</u> ...</p>	<p><i>7.10 Multiple Subject and Single Subject English Candidates:</i> <u>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 to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.</u> 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 <u>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.</u></p>
<p>EC 44259(b)(4) ... The study of effective means of teaching literacy ... shall <u>be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board,</u> ...</p>	<p><i>7.11 Multiple Subject and Single Subject Candidates:</i> <u>Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English</u></p>

Text of SB 488	Text of Literacy TPEs
	<u>language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</u>



## **Appendix B**

### **Commission on Teacher Credentialing Draft Preliminary Multiple Subject and Single Subject Credential Literacy Program Standards and TPEs**

## Preliminary Multiple Subject and Single Subject Credential

### Program Standard 7: Effective Literacy Instruction for All Students

The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy<sup>1 2</sup> across all disciplines based on California's State Board of Education (SBE)-adopted [English Language Arts \(ELA\) and Literacy Standards](#) and [English Language Development \(ELD\) Standards](#). Program coursework and supervised field experiences are aligned with the current, SBE-adopted [English Language Arts/English Language Development \(ELA/ELD\) Framework](#), including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies,<sup>3</sup> the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program also builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the [California Comprehensive State Literacy Plan](#):

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<sup>1</sup> 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 and standards are overlapping and should be integrated.

<sup>2</sup> 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.

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

- a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining<sup>4</sup>
- b) [Multi-Tiered System of Support](#), including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for individuals who have not benefited from supplemental support
- c) Instruction that is responsive to individual students' 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
- d) Incorporation of the [California Dyslexia Guidelines](#)
- e) Integrated and designated ELD
- f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs
- g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties or disabilities in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention

Consistent with the *ELA/ELD Framework*, 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, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for student independence, motivation, and learning.

## **7a. Foundational Skills<sup>5</sup>**

### *Multiple Subject or Single Subject English Credential Program*

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

<sup>5</sup> See also the [Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#).

The program offers coursework and supervised field experiences that include evidence-based means of teaching foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit.

The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. In addition, candidates learn that instruction in text reading fluency should include emphases on spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.<sup>6</sup> The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings<sup>7</sup> for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skills development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to students who continue to experience difficulty and to collaborate with students' families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or

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<sup>6</sup> See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for standards and expectations specific to multilingual programs.

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

district to strengthen the foundational skills instruction provided and initiate, when appropriate, referrals for additional assessment and intensive intervention.

#### *Single Subject Credential Program (Subjects Other than English)*

The program provides opportunities for credential candidates to learn to recognize and 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. Candidates also learn to identify students with potential reading and writing difficulties that may be affecting students' progress in the specific subject area. Candidates learn to collaborate with other teachers, specialists, and administrators from the school to determine and provide viable accommodations and initiate needed specialist referrals.

#### *Multiple Subject Credential Program*

The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding).

### **7b. Meaning Making**

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussion, speaking with others, and listening to, viewing, and giving presentations. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

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

## **7c. Language Development**

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, 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 students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.

## **7d. Effective Expression**

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structure of written, oral, or visual texts. Through the program, candidates learn to teach students to discuss, orally present, and write so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual

programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

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

## **7e. Content Knowledge**

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

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers. The program also teaches the

importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.<sup>8</sup> The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

## **7f. Literacy Instruction for Students with Disabilities**

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for students. Candidates learn and practice how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to gain additional assessment and instructional support for students. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.<sup>9</sup>

The *Multiple Subject or Single Subject English* credential program incorporates the *California Dyslexia Guidelines*<sup>10</sup> through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics, as needed) along with other cognitive and perceptual supports.

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<sup>8</sup> See the [California Digital Learning Integration and Standards Guidance](#) for additional information.

<sup>9</sup> See the [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

<sup>10</sup> See [California Education Code 44259\(b\)\(4\)](#).



## **7g. Integrated and Designated English Language Development**

Coursework and supervised field experiences for the *Multiple Subject or Single Subject* credential program emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem<sup>11</sup> to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

The *Multiple Subject* credential program 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 students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study.

## **7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice**

The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings<sup>12</sup> provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

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<sup>11</sup> See [California Code of Regulations, Title 5, Section 11300\(a, c\)](#).

<sup>12</sup> See [Preliminary Multiple Subject and Single Subject Credential Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations and Program Standard 3: Clinical Practice](#) for additional details.

## Teaching Performance Expectations for Multiple Subject and Single Subject Preliminary Credential Candidates

### Domain 7: Effective Literacy Instruction for All Students

- 7.1 Plan and implement evidence-based literacy<sup>1 2</sup> instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards<sup>3</sup> and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- 7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- 7.3 Incorporate asset-based pedagogies<sup>4</sup> and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy

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

<sup>2</sup> 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.

<sup>3</sup> Applicable literacy-related standards for Multiple Subject and Single Subject English candidates are the California Common Core State Standards for English Language Arts and Literacy and the California English Language Development Standards. Applicable literacy-related standards for other Single Subject candidates are the California Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards.

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

development in languages other than English in multilingual (dual language and bilingual education) programs.<sup>5</sup>

- 7.4 Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- 7.5 **Foundational Skills.**<sup>6</sup> **Multiple Subject Candidates:** Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. **Multiple Subject and Single Subject English Candidates:** Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. **Multiple Subject and Single Subject Candidates:** Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- 7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and 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 **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. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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<sup>5</sup> See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for program standards and teaching expectations specific to multilingual programs.

<sup>6</sup> See also the [Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects](#).

- 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 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.
- 7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.<sup>7</sup>
- 7.10 **Multiple Subject and Single Subject English Candidates:** Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.<sup>8</sup> 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.<sup>9</sup> 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.
- 7.11 **Multiple Subject and Single Subject Candidates:** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction

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<sup>7</sup> See [California Digital Learning Integration and Standards Guidance](#) for additional information.

<sup>8</sup> See [Teaching Performance Expectations](#), Domain 5: Assessing Student Learning, for additional details.

<sup>9</sup> See [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

## **Appendix C**

### **Commission on Teacher Credentialing**

#### **Draft Preliminary Education Specialist Credential Literacy Program Standard and TPEs**

## Preliminary Education Specialist Credential

### Program Standard 7: Effective Literacy Instruction for Students with Disabilities

The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines<sup>1 2</sup> based on California's State Board of Education (SBE)-adopted [English Language Arts \(ELA\) and Literacy Standards](#) and [English Language Development \(ELD\) Standards](#), and for Early Childhood Special Education programs, the [Infant/Toddler Learning and Development Foundations](#) and the [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 student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies,<sup>3</sup> the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths and collaboration with other service providers. Candidates learn the power of language (both oral—spoken/signed—and written) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy

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<sup>1</sup> 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 and standards are overlapping and should be integrated.

<sup>2</sup> 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 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.

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

instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the [California Comprehensive State Literacy Plan](#):

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

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates

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



also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students with visual impairments. Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

### **7a. Foundational Skills<sup>5</sup>**

The Education Specialist credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. In addition, candidates learn that instruction in text reading fluency should include emphases on spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.<sup>6</sup> The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the

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

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

*ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

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

## **7b. Meaning Making**

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussion, speaking with others, and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or Alternative and Augmentative Communication (AAC) devices as appropriate for students with disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in

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<sup>7</sup> See the California Department of Education/WestEd 2021 publication, [\*California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students\*](#).

collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

### **7c. Language Development**

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

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

## **7d. Effective Expression**

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

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

## **7e. Content Knowledge**

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the

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

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.<sup>8</sup> The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

## **7f. Literacy Instruction for Students with Disabilities**

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the range of severity of disability and the educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, including classroom

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<sup>8</sup> See [California Digital Learning Integration and Standards Guidance](#) for additional information.

assistants and specialists (e.g., support during center rotations, working with students on individual goals, facilitating whole group activities to allow candidates to work with students on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and Deaf and Hard of Hearing and Visual Impairment teachers and specialists), and others to offer additional assessment and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support students who are deafblind or have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.<sup>9</sup>

The program incorporates the *California Dyslexia Guidelines*<sup>10</sup> through literacy coursework and supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics, as needed) along with other cognitive and perceptual supports.

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<sup>9</sup> See the California Department of Education 2019 publication, [California Practitioners Guide for Educating English Learners with Disabilities for additional information](#).

<sup>10</sup> See [California Education Code 44259\(b\)\(4\)](#)

## **7g. Integrated and Designated English Language Development**

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem<sup>11</sup> to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

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

## **7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice**

The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings<sup>12</sup> provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

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<sup>11</sup> See [California Code of Regulations, Title 5, Section 11300\(a, c\)](#).

<sup>12</sup> See Preliminary [Education Specialist Credential Program Standard 2: Preparing Candidates to Master the Teaching Performance Expectations and Program Standard 3: Clinical Practice](#) for additional details.



## Teaching Performance Expectations for Education Specialist Preliminary Credential Candidates: Mild to Moderate Support Needs and Extensive Support Needs

### Domain 7: Effective Literacy Instruction for Students with Disabilities

- U7.1 Plan and implement evidence-based literacy<sup>1 2</sup> instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards<sup>3</sup> and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- U7.2 Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- U7.3 Incorporate asset-based pedagogies<sup>4</sup> and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction (and/or integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy

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

<sup>2</sup> 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.

<sup>3</sup> Applicable literacy-related standards for Education Specialist candidates are the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards.

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



development in languages other than English in multilingual (dual language and bilingual education) programs.<sup>5</sup>

- U7.4 Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- U7.5 **Foundational Skills.**<sup>6</sup> Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- 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.
- 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. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

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<sup>5</sup> See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for program standards and teaching expectations specific to multilingual programs.

<sup>6</sup> See also the [Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects](#).

- 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.
- U7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.<sup>7</sup>
- U7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.<sup>8</sup> 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.<sup>9</sup> 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.
- U7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language

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<sup>7</sup> See [California Digital Learning Integration and Standards Guidance](#) for additional information.

<sup>8</sup> See Universal [Teaching Performance Expectations](#), Domain 5, Assessing Student Learning, for additional details.

<sup>9</sup> See [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

### **Mild to Moderate Support Needs:**

- MM 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 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- MM 7.3 Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) 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) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.
- MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- MM 7.5 Utilize assistive technology and Alternative and Augmentative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

### **Extensive Support Needs:**

- EX 7.1 Apply the knowledge of student's 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.

- EX 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- EX 7.3 Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) 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 aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.
- EX 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- EX 7.5 Utilize assistive technology and Alternative and Augmentative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
- EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.
- EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Alternative and Augmentative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

## **Appendix D**

### **Commission on Teacher Credentialing Draft PROPOSED Preliminary PK-3 Early Childhood Education (ECE) Specialist Credential Literacy Program Standard and TPEs**

## Proposed Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential

### Program Standard 7: Effective Literacy Instruction in PK-3 Settings

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<sup>1 2</sup> 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.

Grounded in Universal Design for Learning and asset-based pedagogies,<sup>3</sup> the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all

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<sup>1</sup> 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 and standards are overlapping and should be integrated.

<sup>2</sup> 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.

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

strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children’s capacities as effective and critical listeners, speakers, readers, and writers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the [\*California Comprehensive State Literacy Plan\*](#):

- a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining<sup>4</sup>
- 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
- 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
- d) Incorporation of the [\*California Dyslexia Guidelines\*](#)
- e) Integrated and designated ELD
- f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs
- g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening 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

Consistent with the *ELA/ELD Framework*, 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, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote children’s autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children’s

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

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.

### **7a. Foundational Skills<sup>5</sup>**

The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print rich and child centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.

The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. In addition, candidates learn that instruction in text reading fluency should include emphases on spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

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



The program also includes evidence-based means of teaching foundational skills to multilingual children/English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.<sup>6</sup> The program teaches candidates to plan foundational skills instruction based on children’s previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings<sup>7</sup> for children with reading, writing, or other literacy difficulties and disabilities, including children at risk for or with dyslexia. Candidates learn to monitor children’s progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children’s families and guardians as well as with other teachers, specialists, and administrators from the school or district to initiate needed referrals for additional assessment and intensive intervention.

The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., instruction beyond the earliest years and before children have typically developed fluency in decoding).

## **7b. Meaning Making**

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussion, speaking with others, and listening to, viewing, and giving presentations. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other text. The program addresses literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical listening, speaking, reading, and writing across disciplines in ways that are appropriate for the age of the children. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary

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<sup>6</sup> See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for standards and expectations specific to multilingual programs.

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

and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

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

### **7c. Language Development**

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that children learn, think, and express information, ideas, perspectives, and questions orally and in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster oral and written language development for all children, including discipline-specific academic language. Candidates learn to express interest in and attend to children's verbalizations and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing children's language, including their knowledge of how language works. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program

addresses ways to facilitate children's learning of complex sentence and text structures and emphasizes that children enrich their 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.

#### **7d. Effective Expression**

Coursework and supervised field experiences address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and discussion partners; presenters; and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to help children identify effective expression in what they listen to, view, and read, as they examine the words, images, and organizational structure of written, oral, or visual text. Through the program, candidates learn to teach children to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help children communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages children's existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

Candidates learn to support children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Additionally, candidates learn to teach children to plan, develop, provide feedback to peers, revise using peer and teacher feedback,

edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to engage children in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, or other communications; and the integration of effective expression with other themes.

## **7e. Content Knowledge**

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

The program emphasizes the importance of full access to content instruction—including through print and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all children. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as children navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to their age and development. The program also teaches wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship<sup>8</sup> in ways that are appropriate

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<sup>8</sup> See [California Digital Learning Integration and Standards Guidance](#) for additional information.

for children's age and development. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

#### **7f. Literacy Instruction for Children with Disabilities**

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for children. Candidates learn and practice how to collaborate with families and guardians as well as with other teachers, specialists, and administrators from the school or district to gain additional assessment and instructional support for children. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.<sup>9</sup>

The program incorporates the *California Dyslexia Guidelines*<sup>10</sup> through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics, as needed) along with other cognitive and perceptual supports.

#### **7g. Integrated and Designated English Language Development**

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and

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<sup>9</sup> See [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

<sup>10</sup> See [California Education Code 44259\(b\)\(4\)](#).

supervised field experiences, candidates learn to provide integrated ELD in which children identified as English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards, Preschool Learning Foundations, (or other content standards), and ELD standards in tandem<sup>11</sup> to plan instruction that advances English learner students' academic and language development, strengthening their abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works.

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.

## **7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice**

The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings<sup>12</sup> 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.

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<sup>11</sup> See [California Code of Regulations, Title 5, Section 11300\(a, c\)](#).

<sup>12</sup> See proposed Preliminary PK-3 ECE Specialist Credential Program Standard 2: Preparing Candidates towards Mastery of the PK-3 ECE Specialist Teaching Performance Expectations and Program Standard 3: Clinical Practice: Opportunities to Learn and to Practice, for additional details.

## Proposed Teaching Performance Expectations for PK-3 ECE Specialist Instruction Preliminary Credential Candidates

### Domain 7: Effective Literacy Instruction in PK-3 Settings

- 7.1 Plan and implement evidence-based literacy<sup>1 2</sup> 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 English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the *English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *Preschool Curriculum Framework*.
- 7.2 Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- 7.3 Incorporate asset-based pedagogies<sup>3</sup> and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and

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

<sup>2</sup> For children 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.

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

incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.<sup>4</sup>

- 7.4 Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.
- 7.5 **Foundational Skills.**<sup>5</sup> Develop children’s foundational skills according to standards and expectations specified for children’s age and grade. Develop children’s skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children’s progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- 7.6 **Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning 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. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud,

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<sup>4</sup> See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for program standards and teaching expectations specific to multilingual programs.

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



modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.

- 7.7 **Language Development.** Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, 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 language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development 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, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
- 7.9 **Content Knowledge.** Promote children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.<sup>6</sup>
- 7.10 Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform

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

instructional decision making.<sup>7</sup> Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.<sup>8</sup> 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 children who need more intensive support.

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

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<sup>7</sup> See proposed PK-3 ECE Specialist Teaching Performance Expectations, Domain 5: Assessing and Documenting Children's Development and Learning, for additional details.

<sup>8</sup> See [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

## Appendix E

### Commission on Teacher Credentialing Field Review Surveys

#### Field Review Surveys

Three field review surveys were made available to the public beginning in July 2022 and ending September 2, 2022, so constituents could provide feedback on the draft Literacy Program Standard and TPEs for Multiple Subject/Single Subject (July 18, 2022), Education Specialist (MMSN and ESN) (July 26, 2022), and the proposed PK-3 ECE Specialist (July 28, 2022) credentials. Field review focus groups for ECSE, DHH, and VI were conducted in August and September.

The language of the Literacy Program Standard was organized into sections for all three surveys and included the following:

- Introduction/Overarching Concepts
  - Foundational Skills
  - Meaning Making
  - Language Development
  - Effective Expression
  - Content Knowledge
- Literacy Instruction for Students/Children with Disabilities
- Integrated and Designated English Language Development
- Literacy Teaching Performance Expectations and Clinical Practice

The survey questions for each section of the program standards were:

1. *Is the section clear?* This question addresses the need for the language of the section of the standard to be understood as written by the reader.
  - a. *If not, what language is not clear?* This question allows respondents who feel the language is unclear to identify what portions of the section of the standard need clarification.
2. *Is the proposed section appropriate for the credential area?* This question attends to the appropriateness of skills that the program must address in the identified credential area.
  - a. *If not, what is not appropriate?* This question allows respondents who determined skills to be inappropriate to identify those skills.
3. *Are there any additional concepts that should be included in the section?* This question provides respondents with the opportunity to determine if any additional skills may need to be included in the section of the standard.
  - a. *If yes, what concepts are missing?* This question allows respondents to supply any content they feel is not included and should be included in the section of the standard.

At the conclusion of the standard, respondents were asked:

4. *On a scale of 1-10, how confident do you feel that the development of the draft literacy standard is on track to be in accordance with SB 488? (1- not at all confident, 10- extremely confident). Please explain your rating.* This question allowed respondents to provide their confidence rating in relation to SB 488 and the current draft of the standard, as well as an opportunity to explain their given rating.

The questions for the proposed literacy TPEs were the same for all three surveys:

1. *Is the TPE language clear?* This question addresses the need for the language of the TPE to be understood as written by the reader.
  - a. *If not, what language is not clear?* This question allowed respondents who felt the language was unclear to identify what portions of the TPE elements needed clarification.
2. *Are there any knowledge, skills, or abilities included in the proposed TPEs in this domain that should be removed?* This asked respondents to determine if the knowledge, skills, and abilities included in the TPE element were unreasonable for a beginning teacher.
  - a. *If yes, what content should be removed?* This question allows respondents who determined any TPE knowledge, skills, or abilities to be unreasonable to identify them here.
3. *Are there any knowledge, skills, or abilities missing that should be included in the proposed TPEs in this domain?* This question provided respondents with the opportunity to determine if any additional knowledge, skills, or abilities may need to be included in the TPE elements.
  - a. *If yes, what content is missing?* This question allows respondents to supply any content they feel should be included in the TPEs.
4. *Is the TPE language job-related for a beginning teacher for the credential area?* This question allowed respondents to determine if the knowledge, skills, and abilities described in the TPEs are appropriate and relevant for a teacher just beginning their practice.
5. *Are the skills described in the TPE language needed by all beginning teachers for their credential area from their first day on the job?* This question provided respondents the opportunity to determine if the knowledge, skills, and abilities described in the TPEs are required for first day success.
6. *On a scale of 1-10, how confident do you feel that the development of the draft literacy TPEs are on track to be in accordance with SB 488? (1- not at all confident, 10- extremely confident). Please explain your rating.* This question allowed respondents to provide their confidence rating in relation to SB 488 and the current draft of the TPE elements, as well as an opportunity to explain their given rating.

### **Multiple Subject/Single Subject Survey Results**

At the close of the survey, 178 respondents completed the field review survey for MS/SS. Table 3 provides information about who responded to the survey.

**Table 3: MS/SS Respondents**

<b>Respondents*</b>	<b>N=178</b>
Higher Education Faculty- Four Year Program or Post Baccalaureate	69
Policy Advocate	38
PK-12 Practitioner- Multiple Subject	32
Parent/Family Member	29
PK-12 Practitioner- Single Subject ELA	21
Literacy Researcher	12
Administrator	8
Tutor/Interventionist	8
District Intern or Induction Program	7
PK-12 Practitioner- Single Subject- Other	7
PK-12 Practitioner- Education Specialist	6
Consultant	5
Higher Education Faculty- Community College	5
Governing Board Member	1
Other	1

\*Respondents could select more than one option

The highest number of respondents represented Higher Education Faculty from Four Year Programs with 69 respondents. The lowest represented categories were Governing Board Member and Other with one respondent each.

**Table 4: MS/SS Respondents Who Work in Teacher Preparation**

<b>Respondents*</b>	<b>N=136</b>
Traditional Fifth Year Teacher Preparation Program	63
University Intern Program	33
Integrated, Undergraduate Teacher Preparation Program	20
Teacher Residency Program	11
District Intern Program	9

\* Respondents could select more than one option

For respondents who work in teacher preparation, the highest number of respondents represented Traditional Fifth Year Teacher Preparation Programs with 63 respondents. The lowest represented category was District Intern Program with nine respondents. Respondents to the survey were asked to make their ratings for each question on a five-point Likert scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. They were asked to consider if the sections of the program standards were clear, appropriate for the credential, and if additional concepts needed to be added. To see the full range of Likert scale data for MS/SS respondents, see [the Google Document](#).

**Table 5: Percent of MS/SS Respondents Program Standard Clarity and Appropriateness**

Multiple Subject/Single Subject Program Standard N=178	Clear			Appropriate for the Credential		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
Introduction/Overarching Concepts	94%	4%	2%	95%	2%	3%
Foundational Skills	90%	2%	8%	88%	2%	10%
Meaning Making	68%	30%	2%	68%	31%	1%
Language Development	76%	21%	3%	76%	22%	2%
Effective Expression	64%	34%	2%	64%	32%	4%
Content Knowledge	67%	30%	3%	68%	30%	2%
Literacy Instruction for Students with Disabilities	60%	4%	36%	57%	6%	37%
Integrated and Designated English Language Development	62%	35%	3%	63%	34%	3%
Literacy Teaching Performance Expectations	59%	6%	35%	57%	10%	33%

**Table 6: Percent of MS/SS Respondents Program Standard - Additional Concepts**

Multiple Subject/Single Subject Program Standard N=178	Additional Concepts Should Be Included	
	No	Yes
Introduction/Overarching Concepts	78%	22%
Foundational Skills	76%	24%
Meaning Making	88%	12%
Language Development	85%	15%
Effective Expression	88%	12%
Content Knowledge	87%	13%
Literacy Instruction for Students with Disabilities	48%	52%
Integrated and Designated English Language Development	89%	11%
Literacy Teaching Performance Expectations	63%	37%

Data in Table 5 illustrates the percentage of respondents and the Likert-scale ratings for clarity and appropriateness. Data ranges between a low of 57% in agreement when reviewing the theme of Literacy Instruction for Students with Disabilities and the Literacy Teaching Performance Expectations sections and a high of 95% in agreement when examining the Introduction and Overarching Concepts. Data in Table 6 presents the percentages of respondents who felt additional concepts needed to be included in the standard. Respondents

indicated that no additional concepts were needed between 48% and 89% depending on the section of the standard. The lowest point of 48% was in response to the question about additional concepts being needed for Literacy Instruction for Students with Disabilities, while the highest rating, 89%, for no additional concepts necessary was given to Integrated and Designated English Language Development.

**Table 7: Universal TPE Likert Scale Ratings**

Multiple Subject/ Single Subject N=178	Clear			Job-Related			Needed for the First Day on the Job		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
TPE Domain 7	59%	8%	33%	89%	8%	3%	85%	9%	6%

Fifty-nine percent (59%) reported that TPE elements for MS/SS were clear, 89% found that the TPE elements were job-related, and 85% of respondents reported that the TPE knowledge, skills, and abilities are needed for the first day on the job as a teacher.

**Table 8: Confidence Rating in Accordance with SB 488 for MS/SS Program Standard and TPEs**

Multiple Subject/ Single Subject on 10-point scale N=178	Mean	Median	Mode	Range
MS/SS Program Standard	7.29	7	7	1-10
TPE Domain 7	6.77	8	4	1-10

On a scale of 1 – 10, with 1 representing not at all confident and 10 representing extremely confident, respondents were asked to rate to what degree the MS/SS program standard and TPE Domain 7 element descriptions are on track in accordance with SB 488. Of the 178 respondents, the data represents a sense of developing confidence in meeting the requirements of SB 488 with a mean rating of 7.29 on a 10-point scale for the program standard and a mean rating of 6.77 regarding TPE Domain 7.

### **Education Specialist: Mild-Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)**

At the close of the survey, 88 respondents completed the field review survey for Education Specialist-MMSN and ESN. Table 9 provides information about who responded to the survey.

**Table 9: EdSp Respondents**

<b>Respondents*</b>	<b>N=88</b>
Policy Advocate	35
Higher Education Faculty- Four Year Program or Post Baccalaureate	25
PK-12 Practitioner- Mild to Moderate Support Needs	20
PK-12 Practitioner- Other	10
Parent/Family Member	10
Administrator	6
Tutor/Interventionist/Educational Therapist	6
Literacy Researcher	5
PK-12 Practitioner- Extensive Support Needs	5
Consultant	4
District Intern or Induction Program	3
Governing Board Member	2
PK-12 Practitioner- Early Childhood Special Education	2
PK-12 Practitioner- Visual Impairment	0
Higher Education Faculty- Community College	0
PK-12 Practitioner- Deaf and Hard of Hearing	0

\* Respondents could select more than one option

The highest number of respondents represented Policy Advocates with 35 respondents. The lowest represented categories were Higher Education Faculty- Community College PK-12 Practitioner- Visual Impairment, and PK-12 Practitioner- Deaf and Hard of Hearing with zero respondents each.

**Table 10: EdSp Respondents Who Work in Teacher Preparation**

<b>Respondents*</b>	<b>N=42</b>
Traditional Fifth Year Teacher Preparation Program	14
University Intern Program	9
District Intern Program	8
Integrated, Undergraduate Teacher Preparation Program	7
Teacher Residency Program	4

\* Respondents could select more than one option

For respondents who work in teacher preparation, the highest number of respondents represented Traditional Fifth Year Teacher Preparation Programs with 14 respondents. The lowest represented category was Teacher Residency Programs with four respondents. Respondents were asked to make their rating on a five-point Likert scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. To see the full range of Likert scale data for Education Specialist respondents see [the Google Document](#).



**Table 11: EdSp Respondents Program Standard Clarity and Appropriateness**

EdSp Standard N=88	Clear			Appropriate for the Credential		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
Introduction/Overarching Concepts	98%	2%	0%	95%	5%	0%
Foundational Skills	96%	2%	2%	96%	2%	2%
Meaning Making	58%	41%	1%	56%	44%	0%
Language Development	75%	24%	1%	72%	27%	1%
Effective Expression	57%	43%	0%	57%	42%	1%
Content Knowledge	57%	42%	1%	57%	42%	1%
Literacy Instruction for Students with Disabilities	92%	3%	5%	95%	5%	3%
Integrated and Designated English Language Development	59%	41%	0%	59%	41%	0%
Literacy Teaching Performance Expectations	92%	5%	3%	93%	5%	2%

**Table 12: EdSp Respondents Program Standard- Additional Concepts**

EdSp Program Standard N=88	Additional Concepts Should Be Included	
	No	Yes
Introduction/Overarching Concepts	74%	26%
Foundational Skills	77%	23%
Meaning Making	93%	7%
Language Development	91%	9%
Effective Expression	95%	5%
Content Knowledge	87%	13%
Literacy Instruction for Students with Disabilities	38%	63%
Integrated and Designated English Language Development	99%	1%
Literacy Teaching Performance Expectations	53%	47%

Data in Table 11 illustrates the Likert-scale ratings for the standard clarity and appropriateness. Data ranges between a low of 57% in agreement on clarity for Effective Expression and Content Knowledge and a high of 98% in agreement when examining the Introduction and Overarching Concepts. For appropriateness, data ranged from a low rating of 56% in agreement for Meaning Making to 96% in agreement for Foundational Skills. Data in Table 12 presents the percentages of respondents who felt additional concepts needed to be included in the standard. Depending on the section, 38% up to 99% of respondents reported that no additional concepts were

needed. The lowest rating of 38% was in response to the question about additional concepts being needed for Literacy Instruction for Students with Disabilities, while the highest rating of 99% was in response to the section on Integrated and Designated English Language Development.

**Table 13: EdSp-MMSN TPE Likert Scale Ratings**

EdSp-MMSN N=88	Clear			Job-Related			Needed for the First Day on the Job		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
TPE Domain 7	55%	2%	43%	94%	5%	1%	95%	3%	2%

Fifty-five percent (55%) reported that TPE elements for EdSp-MMSN were clear, 94% found that the TPE elements were job-related, and 95% of respondents reported that the TPE knowledge, skills, and abilities are needed for the first day on the job as a teacher.

**Table 14: EdSp-ESN TPE Likert Scale Ratings**

EdSp-ESN N=88	Clear			Job-Related			Needed for the First Day on the Job		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
TPE Domain 7	52%	6%	42%	92%	6%	2%	95%	2%	3%

Fifty-two percent (52%) reported that TPE elements for Education Specialist-ESN were clear, 92% found that the TPE elements were job-related, and 95% of respondents reported that the TPE knowledge, skills, and abilities are needed for the first day on the job as a teacher.

**Table 15: Confidence Rating in Accordance with SB 488 for MMSN and ESN Standard and TPEs**

Education Specialist-MMSN and ESN on 10-point scale N=88	Mean	Median	Mode	Range
Program Standard	8.34	9	9	4-10
TPE Domain 7- MMSN	7.92	8	8	3-10
TPE Domain 7- ESN	7.84	8	8	1-10

On a scale of 1 – 10, with 1 representing not at all confident and 10 representing extremely confident, respondents were asked to rate to what degree the Education Specialist program standard and TPE Domain 7 are on track in accordance with SB 488. Of the 88 respondents, the data represents a sense of confidence with meeting the requirements of SB 488 with a mean rating of 8.34 on a 10-point scale for the program standard, a mean rating of 7.92 for the MMSN TPEs, and a mean rating of 7.84 for the ESN TPEs.

### **Proposed PK-3 ECE Specialist Credential**

At the close of the survey, 101 respondents completed the field review survey for the proposed PK-3 ECE Specialist Credential. Table 16 provides information about who responded to the survey.

**Table 16: Proposed PK-3 ECE Specialist Respondents**

<b>Respondents*</b>	<b>N=101</b>
Higher Education Faculty- Four Year Program	6
Higher Education Faculty- Community College	1
PK-12 Practitioner- Multiple Subject	5
PK-12 Practitioner- Single Subject	0
PK-12 Practitioner- Education Specialist	1
PK-12 Practitioner- Early Childhood Special Education Credential	0
Child Development Site Supervisor or Program Director Permit	2
Child Development Teacher or Master Teacher Permit	1
Child Development Assistant or Associate Teacher Permit	0
Literacy Researcher	3
Policy Advocate	5
Other	11

\*Respondents could select more than one option

The highest number of respondents represented Higher Education Faculty from Four Year Programs with 39 respondents. The lowest represented categories were PK-12 Practitioner-Single Subject, Governing Board Member, and Child Development Assistant or Associate Teacher Permit with one respondent each.

**Table 17: PK-3 ECE Respondents Who Work in Teacher Preparation**

<b>Respondents*</b>	<b>N=101</b>
Traditional Fifth Year Teacher Preparation Program	15
University Intern Program	8
District Intern Program	8
Community College- Child Development Permits	5

\* Respondents could select more than one option

For respondents who work in teacher preparation, the highest number of respondents represented Traditional Fifth Year Teacher Preparation Programs with 15 respondents. The lowest represented category was Community College- Child Development Permits with five respondents.

Respondents were asked to make their rating on a five-point Likert scale – Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. To see the full range of Likert scale data for PK-3 respondents, see [the Google Document](#).

**Table 18: Percent of PK-3 ECE Respondents Program Standard Clarity and Appropriateness**

Proposed PK-3 ECE Specialist Credential Program Standard N=101	Clear			Appropriate for the Credential		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
Introduction/Overarching Concepts	97%	2%	1%	97%	3%	0%
Foundational Skills	99%	1%	0%	98%	2%	0%
Meaning Making	61%	39%	0%	59%	41%	0%
Language Development	78%	22%	0%	73%	27%	0%
Effective Expression	59%	41%	0%	58%	42%	0%
Content Knowledge	56%	43%	1%	56%	43%	1%
Literacy Instruction for Children with Disabilities	55%	2%	43%	56%	3%	41%
Integrated and Designated English Language Development	60%	40%	0%	58%	42%	0%
Literacy Teaching Performance Expectations	59%	3%	38%	58%	2%	40%

**Table 19: Percent of PK-3 ECE Respondents Program Standard- Additional Concepts**

Proposed PK-3 ECE Program Standard N=101	Additional Concepts Should Be Included	
	No	Yes
Introduction/Overarching Concepts	75%	25%
Foundational Skills	71%	29%
Meaning Making	88%	12%
Language Development	88%	12%
Effective Expression	90%	10%
Content Knowledge	80%	20%
Literacy Instruction for Children with Disabilities	70%	30%
Integrated and Designated English Language Development	91%	9%
Literacy Teaching Performance Expectations	50%	50%

Data in Table 18 illustrates the number of respondents and the Likert-scale ratings for clarity and appropriateness. Data ranges between a low of 55% that the Literacy Instruction for Children with Disabilities is clear and 56% finding it appropriate for the PK-3 ECE credential and a high of 99% agreement that foundational skills are clear and a high of 98% agreement that foundational skills are appropriate for the proposed PK-3 ECE credential.

Data in Table 19 presents the percentages of respondents who felt additional concepts needed to be included in the standard. Ratings varied from 50% indicating no additional concepts needed to be added (Literacy Teaching Performance Expectations and Clinical Practice) to 90% indicating that no additional concepts needed to be added (Effective Expression).

**Table 20: Proposed PK-3 ECE TPE Likert Scale Ratings**

Proposed PK-3 ECE Specialist Credential N=101	Clear			Job-Related			Needed for the First Day on the Job		
	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree	Strongly Agree/ Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
TPE Domain 7	56%	1%	43%	95%	3%	2%	98%	1%	1%

Fifty-six percent (56%) reported that TPE elements for the proposed PK-3 ECE credential were clear, 95% found that the TPE elements were job-related, and 98% of respondents reported that the TPE knowledge, skills, and abilities are needed for the first day on the job as a PK-3 ECE teacher.

**Table 21: Confidence Rating in Accordance with SB 488 for the Proposed PK-3 ECE Specialist Program Standard and TPEs**

Proposed PK-3 ECE Specialist Credential on a 10-point scale N=101	Mean	Median	Mode	Range
Program Standard	7.64	7	7	4-10
TPE Domain 7	6.59	7	4	3-10

On a scale of 1 – 10, with 1 representing not at all confident and 10 representing extremely confident, respondents were asked to rate to what degree the proposed PK-3 ECE Specialist program standard and TPE Domain 7 are on track in accordance with SB 488. With a mean of 7.64, respondents appear fairly confident that the standards are on track while a mean of 6.59 of respondents have confidence that TPE Domain 7 is on track with SB 488.

## Appendix F

### Commission on Teacher Credentialing SB 488 Literacy Workgroup

Members	
Clara Amador-Lankster	Professor, National University
Angela Asch	Educational Policy Analyst, California School Boards Association
Jyothi Bathina	Co-Director, California State University Chancellor's Office, Center for the Advancement of Reading and Writing
Allison Briceño	Professor, San José State University
Crystal Buskirk	Teacher, Roseville Joint Union High School District
Nancy Cushen White	Professor (Retired), University of California, San Francisco
Jennifer Diehl	Coordinator of Supplemental Programs, Berryessa Union School District
Lucy Edwards	Director of Continuous Improvement and Academic Support, Napa County Office of Education
George Ellis	Regional Director, California Reading and Literature Project
Sucari Epps	Credential Program Coordinator, Five Keys Charter School and Programs, Los Angeles
Tanya Flushman	Co-Director, California State University, Center for the Advancement of Reading and Writing, and Professor, California Polytechnic State University, San Luis Obispo
Young-Suk Kim	Professor and Senior Associate Dean, University of California, Irvine
Magaly Lavadenz	Professor, Loyola Marymount University
Marissa Luna Lopez	Professor, University of California, Merced
Bonnie Munguia	Director of Curriculum and Instruction, Brawley Union High School District
Angela Palmieri	Teacher, Glendale Unified School District
Mandy Redfern	Teacher, La Cañada Unified School District
Sue Sears	Professor, California State University, Northridge
Rebecca Silverman	Professor, Stanford University
Mara Shinn Smith	Senior Program Specialist, Los Angeles County Office of Education
Pamela Spycher	Senior Researcher, WestEd
Efrain Tovar	Teacher, Selma Unified School District
Juliet Wahleithner	Professor, Fresno State University, and Regional Director, California Writing Project
Dale Webster	Vice President of Language and Literacy, Consortium on Reaching Excellence in Education
Tamara Wilson	Director, Development and Training, Curriculum and Instruction, and Project Lead, California Dyslexia Initiative, Sacramento County Office of Education

<b>Members</b>	
Maryanne Wolf	Director, Center for Dyslexia, Diverse Learners and Social Justice, University of California, Los Angeles
Hallie Yopp Slowik	Professor, California State University, Fullerton

<b>Liaisons</b>	
Richard Gifford	Education Programs Consultant, California Department of Education
Martha Hernandez	Executive Director, Californians Together