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# 3B

## Action

### *Educator Preparation Committee*

#### **Review and Potential Approval of the Literacy Instruction Certification Process Required by Education Code Section 44259(b)(4)(A) and (B) Pursuant to SB 488 (Chap. 678, Stats. 2021)**

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**Executive Summary:** This agenda item provides information about the process currently underway to review and certify teacher preparation program compliance with the provisions of Education Code section 44259(b)(4)(A) and (B), and requests approval to present these programs for certification by the Commission on its Consent Calendar once the external literacy expert reviewers have determined the program has met all applicable requirements.

**Recommended Action:** That the Commission approve presenting teacher preparation programs for certification on its Consent Calendar that have been deemed by external literacy expert reviewers to meet all certification requirements contained in Education Code section 44259(b)(4)(A) and (B).

**Presenters:** Erin Sullivan, Acting Director, and Cheryl Hickey, Administrator, Professional Services Division.

#### **Strategic Plan Goal**

##### ***Educator Preparation and Advancement***

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

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## **Review and Potential Approval of the Literacy Instruction Certification Process Required by Education Code Section 44259(b)(4)(A) and (B) Pursuant to SB 488 (Chap. 678, Stats. 2021)**

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### **Introduction**

This agenda item provides information about the process currently underway to review and certify program compliance with Education Code section 44259(b)(4)(A) and (B) and requests Commission approval to present programs to the Commission for certification on its Consent Calendar once they have been deemed by external literacy expert reviewers to meet the specified Education Code requirements.

### **Background**

Senate Bill 488 (SB 488) requires that the Commission (1) develop new standards and TPEs for literacy instruction, (2) develop, pilot test, field test, and implement a literacy performance assessment to replace the Reading Instruction Competency Assessment (RICA) on July 1, 2025, and (3) certify that all applicable teacher preparation programs are in compliance with Education Code section 44259(b)(4)(A) and (B). The following information outlines the Literacy Certification process staff developed in collaboration with Commission leadership and literacy experts to support review of 239 preparation programs for compliance with the requirements pursuant to [SB 488 \(Chap. 678, Stats. 2021\)](#).

### *Determining What is Required in Statute*

Determining what information and documentation the Commission needed from institutions to ensure alignment with SB 488 was a significant first step in the literacy certification process. Accreditation staff collaborated with Commission leadership, the Commission Chair, and Nancy Brynson, Statewide Literacy Co-Director, California Department of Education (CDE), to develop a process that met legal requirements while remaining feasible for reviewing a large number of programs within the compressed timeline established by the statute.

Education Code (EC) §44320.3(b) requires the Commission to certify that applicable teacher preparation programs are aligned with specific aspects of literacy instruction, as follows:

*Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), the commission shall certify that all of the teacher education programs approved by the commission pursuant to Section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*

Further, EC §44259(b)(4)(A) and (B) requires the Commission to certify that preparation programs include the following of literacy content:

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.*
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.*
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.*
- (iv) Early intervention techniques.*
- (v) Guided practice in a clinical setting.*

*(B) For purposes of this section, “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

#### *Identifying Applicable Teacher Preparation Programs*

Preparation programs leading to the following credentials are subject to literacy certification in 2024-25 by the Commission pursuant to this statute:

- Preliminary Multiple Subject
- Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction (all are new and many are not yet operational)
- Preliminary Education Specialist: Mild to Moderate Support Needs
- Preliminary Education Specialist: Extensive Support Needs
- Preliminary Education Specialist: Deaf and Hard of Hearing
- Preliminary Education Specialist: Visual Impairment
- Preliminary Education Specialist: Early Childhood Special Education

Taken as a whole, the literacy certification process encompasses 97 institutions of higher education and local education agencies offering 96 Preliminary Multiple Subject programs and 143 Preliminary Education Specialist programs. This totals 239 programs that must be reviewed and certified by the Commission by June 30, 2025.

The literacy certification process must also consider the numerous and distinct pathways through which these programs are offered, reviewing each to ensure that any differences in literacy instruction coursework among pathways comply with statutory requirements. Further, although SB 488 was passed prior to the establishment of the new PK-3 ECE Specialist Instruction Credential, all new PK-3 credential program proposals were required to demonstrate alignment to the new Literacy Standard 7 and TPE 7. This is due to the fact that these programs prepare candidates who will be engaged in literacy instruction for PK-3 as are the other preliminary teaching credential programs to which this requirement applies.

#### *Considering Possible Approaches*

Given the realities of the constricted time frame and the number and variety of preparation programs to be certified, Commission staff considered having each of these programs submit a

full response with accompanying evidence to all of Standard 7 and TPE 7, which itself was developed as a result of, and in compliance with SB 488. However, the standard and the associated TPE are extensive and asking for comprehensive documentation on Standard 7 and the literacy TPEs would not only exceed the requirements of SB 488 for literacy certification but also prove infeasible given the number of programs needing certification.

Following extended consultation with Commission leadership, the Commission Chair, supporters of SB 488, and the Statewide Literacy Co-Director at CDE about various iterations of possible submission requirements, it became clear that the best course of action was to focus strictly on what is required in EC §44259(b)(4)(A) and (B). This approach provides a more focused verification of the specific areas of literacy instruction required in the statute ahead of the full review of Literacy Standard 7 and TPE 7 situated among program standards and teaching performance expectations as part of the normal accreditation review cycle.

#### *Releasing Instructions for the Field Regarding the Submission Process*

The Commission released [Program Sponsor Alert \(PSA\) 24-01](#) in February 2024 providing instructions for institutions submitting for literacy certification. This document may be found in [Appendix A](#). In August 2024, the Commission released [PSA 24-08](#) to provide additional clarification and information requested by the field and PSA 24-01 was updated accordingly.

[PSA 24-01](#) is organized in five parts that generally follow the statutory sections in EC §44259(b)(4)(A) and (B)(i-v) (listed above on pages 1 and 2). Parts 1 and 2 of the PSA identify required general information programs must provide including program contact information, number and type of pathways for each credential program, and required literacy related coursework. In addition, the programs must provide information on the process undertaken to ensure their programs' alignment with SB 488. The sections for program responses are as follows:

- Part 1 General Information to be Provided by All Programs. This section includes information such as program leadership, contact information, credential represented in the submission, number of pathways offered, etc.
- Part 2 Overview of Required Courses for Literacy Instruction and Process for Program Revisions. This section provides information on all the courses in which literacy instruction is addressed and also asks programs to submit information about the process they undertook for preparing to implement the requirements of SB 488.
- Part 3 Preparing Candidates to Understand and Teach Foundational Skills. This section focuses on the foundational skills as indicated in EC §44259(b)(4)(A)(i) and (B).
- Part 4 Program Inclusion of Literature, Language and Comprehension. This section focuses on the inclusion of literature, language, and comprehension as indicated in EC §44259(b)(4)(A)(ii).
- Part 5 Ensuring Candidates are Well Prepared to Understand and Implement Diagnostic and Early Intervention Techniques including the coverage of the California Dyslexia Guidelines. This section focuses on the inclusion of diagnostic and early

intervention techniques and coverage of the California Dyslexia Guidelines as outlined in EC §44259(iii) and (iv).

The requirement around guided practice in a clinical setting as specified in EC §44259(b)(4)(A)(v) is addressed in each of Parts 3, 4, and 5 above.

The approach described above called for an analysis of which sections of Standard 7 and TPE 7 apply most directly to each statutory requirement. With the assistance of CDE's Statewide Literacy Co-Director, Nancy Brynelson, staff identified the specific applicable TPE 7 language for each statutory section and included it in the instructions and required tables. This approach also guided the instructions for what institutions needed to submit to demonstrate alignment with statute. The full instructions, including required tables that provide the specific TPE language identified for each section, are available in [PSA 24-01](#).

#### *Supportive Communications with the Field*

Given the complexity of aligning programs with the new standards and TPEs as well as the submission process, Commission staff engaged in a number of efforts to provide information and assistance to the field as program faculty worked within their institutions on these efforts. Ensuring that the field remains informed about progress on these initiatives and providing assistance as programs align with SB 488 has been a priority for Commission staff for several years. Over the past year, these efforts were significantly expanded, as detailed below. In addition to the above-mentioned Program Sponsor Alerts, these efforts also included other approaches such as webinars and dedicated email addresses, where staff ensure timely follow-up to literacy certification questions.

The Commission's efforts to support programs will continue until all applicable programs are certified and the literacy performance assessment is fully implemented. Maintaining clear and continuous communication with the field continues to be essential to the successful implementation of the certification requirements of SB 488.

#### *Webpage Created*

The Commission created and maintains a [Literacy and Reading Instruction](#) webpage devoted entirely to SB 488 alignment efforts. The webpage provides information about SB 488, key features of the new standards and TPEs, available resources for literacy instruction, the literacy certification requirements and instructions, office hours dates and times, and frequently asked questions.

#### *Webinars Developed and Made Available to the Field*

The Commission, with the generous assistance of Nancy Brynelson, CDE's Statewide Literacy Co-Director, developed and presented three webinars to support alignment efforts in the field. These webinars provided information about the new literacy instruction standards and TPEs as well as the literacy certification process. The webinars remain on the Commission's [Literacy and Reading Instruction webpage](#) and are available for all institutional personnel as they review and revise their programs. They are as follows:

- [Examining the Literacy Standard and TPEs for SB 488 Certification – Part 1](#)
- [Examining the Literacy Standard and TPEs for SB 488 Certification – Part II](#)
- [Certification Process for Literacy Instruction in Teacher Preparation Programs](#)

The Commission’s website offers additional resources to help the field implement SB 488 as well. For example, it houses the previously developed [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#) and provides links to external sources such as the free e-modules produced by the [UC/CSU Collaborative for Neurodiversity and Learning](#).

#### *Biweekly Office Hours and SB 488 Email Established*

Commission staff established a dedicated email address for program personnel to request responses to SB 488 literacy certification questions. Staff monitor this email daily and provides timely responses to questions. Additionally, staff began holding frequent – typically twice a month – office hours beginning in the spring of 2024 through the October 4, 2024 deadline for certification submission. The hours and times for these office hours varied intentionally to accommodate as many faculty and instructional personnel as possible. During these office hours, programs shared ideas for addressing various aspects of the standards and TPEs and discussed their approaches for responding to the various aspects of certification.

#### *Soliciting Literacy Experts to Review Proposals*

The Commission opened the application process for individuals with literacy expertise to apply to review the SB 488 documentation submitted by institutions. In addition to general information about the individual, the application asked for the person’s institution or place of employment, their role at the institution, their experience and expertise in literacy instruction, and how they stay current with the newest research on literacy instruction. Finally, the application contained an open-ended question that allowed individuals to share any information they believed to be relevant to their qualifications.

A total of 105 individuals applied to review SB 488 documentation. At this time, a subset of these applicants has been contacted to begin this work with training and calibration scheduled to start in early January 2025. All those who are potential reviewers have indicated that they either hold a Reading and Literacy Leadership Specialist Credential or Added Authorization or have specific training and expertise. Some of the roles they play include faculty at institutions of higher education with literacy expertise, reading coaches, district level reading coordinators, and PK-12 practitioners.

#### *Developing Training and Calibration for Literacy Reviewers*

Staff are currently developing a training for the external reviewers which will be implemented prior to the review process. This training will ensure reviewers thoroughly understand the SB 488 requirements, expectations for reviewing evidence provided by preparation programs, and how to use the rubric effectively through calibration exercises to build proficiency and maximize consistency. This training will be mandatory for all reviewers as ensuring review consistency is critical to process credibility and fidelity to the intent of SB 488.

## **Overview of the SB 488 Literacy Certification Review Process**

Although the deadline for submitting documentation for the SB 488 Literacy Certification process was October 4, 2024, an extension request was granted for 20 institutions. Of those 20 that requested extensions, the Commission has now received 18. Two institutions required longer extensions due to extenuating circumstances. Enforcing relatively strict deadlines is necessary in order to meet the statutory deadline of July 1, 2025, at which time the Reading Instruction Competency Assessment (RICA) will sunset and be replaced by updated versions of the CalTPA, edTPA, and FAST that include the literacy performance assessment required by SB 488.

To ensure that programs are kept up to date on every aspect of the review process and to ensure steady progress in reviewing the programs in order to meet the July 1, 2025 deadline, staff established a four-phase review process. A summary of these phases is provided below.

### *Phase I. Intake Process*

Staff initiated an intake process to verify that all required documentation was provided, all programs requiring a review had submitted, program websites were accessible, and links were verified as functional through spot checking. This phase of the process did not include a substantive review of any of the documentation, only that each submission appeared to be complete and ready to be reviewed in the next two phases of the process. Programs were notified immediately of any issue(s) to minimize any time lost in addressing these issues.

### *Phase II. Commission Staff Consultants Review*

To ensure that the external review process is as thorough and expeditious as possible, and to allow external literacy reviewers to focus on areas requiring the most literacy expertise (i.e., the literacy instruction curriculum of the program), Commission staff aided in the preliminary review of some very specific aspects of the submissions. [Appendix B](#) includes a document outlining the various components of literacy certification, detailing which aspects were reviewed by Commission staff at the Consultant level and which aspects were reserved entirely for the external literacy experts.

As with the intake process, staff notifies institutions immediately when issues are identified so that they can be addressed quickly and the documentation can be moved to the next phase of the review process.

### *Phase III. External Review by Individuals with Literacy Expertise*

Over the next six months, individuals with literacy expertise will review documentation from teacher preparation programs to determine whether they are meeting all aspects of EC § 44259(b)(4)(A) and (B). Each program will be reviewed by at least two reviewers. Multiple programs from a single institution may be reviewed together if literacy coursework is the same or very similar across programs and pathways, or the programs may each be reviewed by a separate set of reviewers if the literacy coursework is unique to that program or pathway. This process will be iterative with reviewers making determinations and providing comments where alignment is not identified. Programs will have opportunities to either clarify their curriculum,

make more explicit how they cover the required content, or will make adjustments to come into compliance and resubmit documentation. Institutions will need to address any issues quickly in order to meet the July 1, 2025, deadline. Ideally, any revisions made by programs will be reviewed by the same team of initial reviewers to maintain the greatest level of continuity in the process. Programs will proceed to the Commission for consideration only when everything has been deemed to be aligned with certification requirements. The rubric to be used by reviewers to document compliance with statutory requirements is provided in [Appendix C](#).

#### *Phase IV. Certification by the Commission*

Once the first three review phases have been completed and reviewers have determined that a program has met the requirements for SB 488 Literacy Certification, staff proposes to list the program on the Commission's consent calendar for approval. Commission staff anticipates that the initial programs will be ready for certification by the Commission beginning at the February 2025 Commission meeting and then throughout the spring 2025 Commission meetings.

#### **Staff Recommendation**

Staff recommends that the Commission approve placing programs that have successfully completed the SB 488 Literacy Certification review process and have been determined by this process to be aligned with EC §44259(b)(4)(A)(i) and (B) on the Commission's consent calendar for consideration and approval.

#### **Next Steps**

If the Commission approves presenting teacher preparation programs that have been deemed by external reviewers to meet all certification requirements in compliance with Education Code section 44259 (b)(4)(A) and (B) for literacy certification through the consent calendar, staff will begin this process with the February 2025 Consent Calendar.





# PROGRAM SPONSOR ALERT

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**DATE:**

February 2, 2024

(UPDATED August 7, 2024)

**NUMBER:**

PSA 24-01

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

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**THIS PSA HAS BEEN UPDATED PURSUANT TO PSA 24-08.**

**Summary:**

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

This PSA includes six appendices. The first two are:

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

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

- 3) Appendix C:
  - Preliminary Multiple Subject
  - Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN)
  - Preliminary Education Specialist: Extensive Support Needs (ESN)
- 4) Appendix D:

- Education Specialist: Early Childhood Special Education (ECSE)
- 5) Appendix E:
- Education Specialist: Visual Impairments (VI)
- 6) Appendix F:
- Education Specialist: Deaf and Hard of Hearing (DHH)

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

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

**Key Provisions:**

[Education Code \(EC\) section 44259\(b\)\(4\)\(A\) and \(B\).](#)

[Education Code 44320.3 \(b\)](#)

**Important Dates:**

**April 26, 2024** – Commission begins accepting documentation from programs for literacy certification.

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

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

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

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

**Background:**

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

**References:**

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

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

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

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

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

[English Language Arts and Literacy Standards](#)

[English Language Development Standards](#)

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

[California Dyslexia Guidelines](#)

[California Comprehensive State Literacy Plan](#)

[CTC Literacy Instruction Webpage](#)

**Contact Information:**

For questions about the literacy instruction certification process, please email:  
[SB488Certification@ctc.ca.gov](mailto:SB488Certification@ctc.ca.gov).

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

## APPENDIX A



### **General Information** **SB 488 Certification Process for Literacy Instruction** **Teacher Preparation in California** **UPDATED PURSUANT TO PSA 24-08**

#### **Overview**

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

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

#### **What are the new requirements?**

SB 488 established several new priorities for the preparation of teachers to provide effective, science- and evidence-based literacy instruction. The law, and resulting new teacher preparation program standards, reaffirms the State Board-adopted [English Language Arts/English Language Development \(ELA/ELD\) Framework](#) as the foundation for literacy instruction for TK-12 students in California. As a result, all teacher preparation programs must ensure alignment with the framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Preparation programs must include content that emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and how progress in the other themes supports progress in the foundational skills. The Commission's adopted literacy standard and related TPEs reflect this statutory requirement.

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

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

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

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

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

### ***What specifically needs to be certified?***

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

*In accordance with Education Code (EC) section 44320.3, the Commission must certify that teacher preparation programs provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*

*EC section 44259 (b)(4)(A) and (B):*

*(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:*

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.*
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.*
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.*
- (iv) Early intervention techniques.*
- (v) Guided practice in a clinical setting.*

*(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

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

### ***Which programs must be certified?***

The following teacher preparation programs are subject to literacy certification:

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

- Preliminary Education Specialist: Early Childhood Special Education

***Who will be reviewing the programs for literacy certification?***

Trained members of the Commission's Board of Institutional Review (BIR), experts in literacy instruction in the state, and Commission staff will review program submissions.

**Will the process for review be a one-time review where institutions will either be denied or certified?**

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

**What is the process once a program has been determined to have met the criteria for certification?**

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

**What is the timeline for literacy certification and when will the Commission begin accepting documentation?**

All Commission approved Preliminary Multiple Subject, Education Specialist, and PK-3 credential programs must be certified by **July 1, 2025**. To accommodate the volume of programs that must be certified, the Commission has established a submission window by which institutions must submit their documentation.

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

**Why is the Commission not accepting applications for certification before April 26, 2024, and why a deadline of October 4, 2024?**

The changes to the standards and TPEs for literacy instruction are significant. The Commission anticipates that all programs will use the remainder of the 2023-24 academic year to continue to evaluate where they need to make adjustments in their program to align with the literacy standard and TPE and to work within their own institutional approval processes to make any needed changes in coursework and clinical practice. Programs will need time to work through those processes as well as to ensure that the documentation submitted for certification accurately reflects the programs as implemented. Further, the Commission anticipates that programs participating in the pilot for the literacy performance assessment may wish to make additional adjustments as they gather data from these experiences. Finally, the Commission identified a review window sufficient to certify the large number of programs that will need to be certified.



**What happens if an institution's process for approving new curriculum exceeds the review period?**

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

**What happens if a program has not met the certification criteria by July 1, 2025?**

The Education Code requires that all teacher preparation programs specified must be in alignment with 44259(b)(4)(A) and (B). Therefore, as a condition of continued operations, all affected programs must be determined to be in alignment or risk losing their program approval. Commission staff are committed to working with all affected teacher preparation programs to ensure that programs understand the requirements in this section of law, in the new standards, and new TPEs.

**How will certification happen if programs have different pathways to the same credential?**

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

**How does the certification process intersect with the accreditation cycle? Can evidence/documentation submitted for certification be used for accreditation and vice versa?**

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

**In what format do we submit documentation required for certification?**

All documentation and evidence required for the literacy certification process must be posted to the institution's **accreditation website** under a clearly marked tab or link including all the

submission requirements detailed in the appendices. The instructions in the appendices specify the documents and evidence to be posted on the institution's website that must be submitted using the [SB 488 Certification Submission Form](#) between April 26, 2024 and October 4, 2024. It is strongly encouraged that the institution's website be open to the public and not require a username and password. If this is not possible, the password must also be submitted and be available to any member of the public who requests it. **Unacceptable submissions include a single large Google Doc, a folder or folders with a series of Google Docs, or websites containing one large pdf or all Word documents.** A website that is well organized and has links to documents for evidence will be accepted. Please be aware that these documents are public records, and the Commission cannot deny access to anyone who wishes to review them.

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

### **What is the review process for the documentation?**

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

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

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

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

### **Questions?**

Institutions may submit questions to [SB488Certification@ctc.ca.gov](mailto:SB488Certification@ctc.ca.gov).

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

**UPDATED PURSUANT TO PSA 24-08**

**(\* Indicates where changes in language were made to this appendix)**

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

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

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

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

**PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS**

**Submission Requirements for Part 1 (The following information in Part 1 is to be submitted using the [SB 488 Certification Submission Form](#))**

1.1. Institution Name

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

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

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

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

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

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

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

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

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

## **PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS**

### **Submission Requirements for Part 2**

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

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

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

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

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

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

<b>Pathway (Examples)</b>	<b>Process used for internal program review to ensure alignment with new literacy standards and TPEs.</b>	<b>Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)</b>
Multiple Subject plus Bilingual Authorization Concurrent pathway		

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

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

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

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

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

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

**PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)**

Below is the language from Education Code Section 44259 (b)(4)(A)(i) and (B).  
*44259 (b)(4)(A)(i) contains the following requirements:*

*...satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:*

*(i). The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.*

*(B) For purposes of this section, “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).*

### **Submission Requirements for Part 3**

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

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

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

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

3.3 *\*Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills* – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

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

- 3.3b. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.
- 3.3c. *\*Candidate Clinical Practice Opportunities* – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

#### **PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION**

Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

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

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

#### **Submission Requirements for Part 4**

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

- 4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).
- 4.2. *Clinical Practice: Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:
  - 4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.



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

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

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

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

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

*(iii) Ongoing diagnostic techniques that inform teaching and assessment.*

*(iv) Early intervention techniques.*

**Submission Requirements for Part 5**

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

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

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

\*5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

\*5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

### **5.3 Incorporation of California Dyslexia Guidelines**

5.3a. *Coursework* – Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).

5.3b. *Coursework* – Provide direct link(s) to specific location(s) in course syllabi where the content of the *California Dyslexia Guidelines* is clearly identified.

#### **\*5.3c. Clinical Practice**

Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the *California Dyslexia Guidelines*. (See 5.3f below)

Additionally, provide all of the following evidence:

\*5.3d. *Communication/Agreement with Districts* – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*.

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

\*5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in *California Dyslexia Guidelines* (may be combined with 5.3c above).

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

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

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

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

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

<b>7.5/U7.5 Foundational Skills.</b> Develop students’ skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
d. decoding and encoding, including morphological awareness			
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. connected, decodable text			
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.			
i. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.			

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

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

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

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<b>7.6/U7.6 Meaning Making.</b> 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.			
<b>7.7/U7.7 Language Development.</b> Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.			
Create environments that foster students' oral and written language development, including discipline-specific academic language.			
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.			

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
<b>7.8/U7.8 Effective Expression.</b> Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.			
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.			
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.			

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

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

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b><i>TPE 7.2</i></b> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;			
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);			
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			
<b><i>TPE 7.10</i></b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.			
Understand how to appropriately assess and interpret results for English learner students.			
If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.			



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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b><i>MM/EX 7.1</i></b> 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			
<b><i>MM/EX 7.2</i></b> Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.			
<b><i>MM/EX 7.3</i></b> Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.			

**Appendix D**  
**Literacy Instruction Certification**  
**Teaching Performance Expectations (TPEs)**  
**Preliminary Education Specialist: Early Childhood Special Education**

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

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

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

<b>TPE 7.5 Foundational Skills.</b>	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
Develop children's foundational skills according to the standards and expectations specified for children's age and grade incorporating the accommodations and modifications needed to address children's identified disabilities.			
Create literacy environments that are print rich and that foster interest in print;			
Engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.			
Develop children's skills in transitional kindergarten and kindergarten in the following:			

<b>TPE 7.5 Foundational Skills.</b>	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
a. print concepts, including letters of the alphabet			
b. phonological awareness, including phonemic awareness			
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness			
d. decoding and encoding			
e. morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children <b>learn</b> letter-sound correspondences and simple sight words, provide practice in connected, decodable text.			

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

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>7.6 Meaning Making.</b> Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children’s backgrounds including their cultures, languages, genders, and abilities.			
Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines.			
Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts.			
Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.			
<b>7.7 Language Development.</b> Promote children’s language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Promote children’s language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression.			
Create environments that foster children’s language development, including discipline-specific academic language.			
Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts.			
Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
<b>7.8 Effective Expression.</b> Develop children’s effective expression as they discuss, present, write, and use beginning language conventions.			
Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts.			

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works.			
In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills.			
Develop children’s use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children’s fluency in handwriting or use of graphic symbols.			

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b><i>TPE 7.2</i></b> Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning;			
Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);			
Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of the <i>California Dyslexia Guidelines</i> , 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).			
<b><i>TPE 7.10</i></b> Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Understand how to use screening and diagnostic assessments to determine children’s literacy profiles; identify potential reading and writing difficulties, including children’s risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities.			
Understand how to appropriately assess and interpret results for children identified as English learner students.			
Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.			

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

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



	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
pathologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard-of-hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.			
<b>TPE 7.13</b> Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i> , and addresses individual IEP goals.			
<b>TPE 7.14</b> Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multipole means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.			

**Appendix E**  
**Literacy Instruction Certification**  
**Teaching Performance Expectations (TPEs)**  
**Preliminary Education Specialist: Visual Impairments**

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

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

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

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

<b>TPE 7.5 Foundational Skills.</b> Develop students’ skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. practice in connected, decodable text.			
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.			
i. Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.			

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

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

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

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>7.6 Meaning Making.</b> Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, braille, digital, and oral/tactile/symbolic), questioning, experiential multisensory and hands-on learning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.			
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.			
<b>TPE 7.7 Language Development.</b> Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings, pragmatics as students read, listen, speak, or communicate symbolically or tactilely, and write with comprehension and effective expression.			
Create environments that foster students' language development, including discipline-specific academic language.			
Enhance language development by engaging students in experiential learning and in the creation of diverse print, digital, and multimedia texts.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
<b>TPE 7.8 Effective Expression.</b> Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.			
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.			
Develop students' use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.			

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

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b><i>TPE 7.10</i></b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			
Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities;			
Determine students' strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications.			
Understand how to appropriately assess and interpret results for English learner students.			
Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.			

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

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>TPE 7.12</b> Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.			
<b>TPE 7.13</b> Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the			



	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<i>California Dyslexia Guidelines</i> , and addresses individual IEP goals.			
<b>TPE 7.14</b> Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio, multimedia; AAC) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language, voice output devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.			

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

**Table 3.1. Teaching Performance Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

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

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

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

<b>7.5 Foundational Skills.</b> Develop students' skills in the following:	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
c. phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences			
d. decoding and encoding; morphological awareness;			
e. text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or facial expressions and movement in ASL), and rate (as an indicator of automaticity)			
f. instruction that is structured and organized as well as direct, systematic, and explicit			
g. practice in connected, decodable text			
h. instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.			
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.			

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

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

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>7.7 Language Development.</b> Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression.			
Create environments that foster students' language development, including discipline-specific academic language.			
Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts.			
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			
<b>7.8 Effective Expression.</b> Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.			
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.			
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.			

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

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Plan and implement evidence-based literacy instruction grounded in an understanding of the <i>California Dyslexia Guidelines</i> , 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).			
<b><i>TPE 7.10</i></b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.			
Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities.			
Understand how to appropriately assess and interpret results for English learner students.			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.			

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

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



	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>TPE 7.13</b> Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i> , and addresses individual IEP goals.			
<b>TPE 7.14</b> Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.			

## Appendix B

Literacy Certification Pursuant to SB 488 – Review Process Roles		
Part 1: General Information		
1.1	Name	Intake process
1.2	Dean/Director	Intake process
1.3	Primary contact	Intake process
1.4	Credential types of submission	Intake process
1.5	Pathways offered	Intake process
1.6	Affirmation statements	Intake process
Part 2: Overview of Required Courses and Process for Program Revisions		
2.1	List of required courses for all pathways by pathway	Consultant review
2.2	Description of process undertaken to review coursework/clinical practice	Consultant review
2.3	Faculty understanding of SB488/Standards/TPEs	Consultant review
2.4	Faculty opportunity for professional learning	Consultant review
2.5	Communication to PK12 partners	Consultant review
2.6	Inclusion in process by individuals with expertise in multilingual/EL students	Consultant review
2.7	Ensuring inclusion of ELA/ELD as central to program (links)	Consultant initial review/Reviewers
Part 3: Foundational Skills		
3.1	Table of course coverage of Foundational Skills (7.5)	Reviewers
3.2	Narrative with embedded links addressing Standard 7A	Reviewers
3.3 a	Clinical Practice to include foundational skills- communication with districts (MOUs, other documentation)	Reviewers
3.3b	Clinical Practice – Candidate Information	Consultant review
3.3c	Clinical Practice – links to documents that demonstrate formative feedback on teaching foundational skills being provided to candidates in clinical practice	Reviewers
Part 4: Program Inclusion of Literature, Language Comprehension		
4.1	Table 4.1 demonstrating coverage of TPE 7.6, 7.7, and 7.8 (literature, language comprehension)	Reviewers
4.2a	Clinical Practice – communication with districts	Reviewers

4.2b	Clinical Practice – communication with candidates about expectations	Consultant review
4.2c	Clinical Practice – links to documents demonstrating candidate get formative feedback on these (7.6, 7.7, 7.8)	Reviewers
<b>Part 5: Candidates Prepared to Understand and Implement Diagnostic and Early Intervention Techniques</b>		
5.1	Table 5.1 of TPEs related to diagnostic techniques/early invention	Reviewers
5.2a	Communication to Districts re: candidate opportunities for diagnostic techniques/early intervention	Reviewers
5.2b	Clinical Practice - Candidate materials noting expectations around diagnostic techniques/early intervention	Consultant review
5.2c	Clinical practice-demonstrating candidates provided opportunities diagnostic techniques/early intervention	Reviewers
<b>Part 5.3 Incorporation of CA Dyslexia Guidelines</b>		
5.3a	Narrative about how CA Dyslexia Guidelines are incorporated into coursework	Reviewers
5.3b	Coursework – links to spots in syllabi with explicit content from CA Dyslexia Guidelines	Consultants Initial Review/Reviewers
5.3c	Clinical Practice -how programs make efforts in clinical practice settings to practice concepts in CA Dyslexia Guidelines/or provide other opportunities outside of CP if not practicable	Reviewers
5.3d	Communication to Districts – re: clinical practice setting to use strategies in Dyslexia Guidelines	Reviewers
5.3e	Candidate Information – expectations around Dyslexia Guidelines	Consultant review
5.3f	Clinical Practice – links to show that candidates provided opportunities to use strategies in Dys Guidelines	Reviewers

## Appendix C

<b>Institution:</b>
<b>Program:</b>
<b>Link to Submission:</b>

Table 3.1 - 7.5/U7.5 Foundational Skills				
	Introduced	Practiced	Assessed	
	The information provided in 3.1 indicates that the concepts are clearly introduced/included in <u>coursework</u> (Indicate Y or N)	The information provided in 3.1 indicates that the concepts are clearly practiced by candidates in <u>coursework or clinical practice</u> (Indicate Y or N)	The information provided in 3.1 indicates that candidates are assessed on these concepts (Indicate Y or N)	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.
a. print concepts, including letters of the alphabet				
b. phonological awareness, including phonemic awareness				
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences				
d. decoding and encoding, including morphological awareness				
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)				
f. instruction that is structured and organized as well as direct, systematic, and explicit				
g. connected, decodable text				

h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.				
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.				
<b>Standard 7a. Foundational Skills: English Learners</b>	<b>The evidence contained in the literacy coursework indicates program is aligned to standard 7a as it relates to multilingual and English Learner students. (Indicate Y or N)</b>		<b>If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7a.</b>	
<b>Standard 7a:</b> 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. 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.				

<b>Section 3.3 Clinical Practice: Foundational Skills</b>	<b>Program has documentation to districts/PK-12 partners outlining opportunities that must be provided for clinical practice settings re: Literacy Instruction including foundational skills (Indicate Y or N)</b>	<b>Program's documentation includes information indicated in 3.3a specifically for mentors/cooperating teachers. (Indicate Y or N)</b>	<b>If the response in either column is no, please comment on what is missing or unclear.</b>
<b>3.3a. Communication/Agreement with Districts regarding clinical practice</b> – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.			
<b>3.3b Candidate Information</b> - Direct links to location(s) in candidate handbooks or materials explaining new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.	<b>Consultant Review. Information Available for Reviewers, but no specific additional review required</b>		

	Program documentation includes observation tools/assessments used in clinical practice settings related to foundational skills. (Indicate Y or N)	Program documentation indicates that candidates are provided formative feedback on their practice of teaching foundational reading skills in clinical practice. (Indicate Y or N)	If the response in either column is no, please comment on what is missing or unclear.
<b>3.3c. Candidate Clinical Practice Opportunities –</b> Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.			

Section 4.1 Inclusion of Literature, Language, Comprehension	Introduced	Practiced	Assessed	
	All concepts were clearly introduced/included in <u>coursework</u> (Indicate Y or N)	All concepts are clearly practiced by candidates in <u>coursework or clinical practice</u> (Indicate Y or N)	Information in 4.1 indicate that candidates are assessed on these concepts. (Indicate Y or N)	If no is indicated on any of the previous three columns, please comment on what is missing or unclear.
<b>TPEs 7.6/U7.6 Meaning Making.</b> 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.				
<b>TPEs 7.7/U7.7 Language Development.</b> 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.				
<b>TPEs 7.8/U7.8 Effective Expression.</b> 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.				
<b>Standard 7c Language Development: English Learners</b> <b>Standard 7d Effective Expression: English Learners</b>	<b>The evidence contained in the literacy coursework indicates program is aligned to standard 7c and 7d as it relates to multilingual and English Learner students. (Indicate Y or N)</b>	<b>If the response in the previous column is no, please indicate what is missing or unclear related to this aspect of standard 7c and 7d</b>		
<b>7c.</b> Language Development. 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.				
<b>7d.</b> Effective Expression. 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.				

Section 4.2 Clinical Practice and Literature, Language, Comprehension	Program has documentation to districts/PK-12 partners outlining opportunities that must be provided for clinical practice settings re TPE 7.6, 7.7, 7.8 (Indicate Y or N)	Program's documentation includes information specifically for administrators and mentors/cooperating teachers. (Indicate Y or N)	If either of the previous two columns is no, please comment on what is missing or unclear.
<b>4.2a. Communication/Agreement with Districts –</b> Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.			
<b>4.2b. Candidate Information-</b> Direct links(s) to specific location in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.	<b>Consultant Review. Information is Available to Reviewers but no specific additional review is required.</b>		

	<b>Program documentation includes observation tools/assessments used in clinical practice settings related to TPE 7.6, 7.7, and 7.8. (Indicate Y or N)</b>	<b>Program documentation indicates that candidates are provided formative feedback on their practice of teaching related to TPE 7.6, 7.7, and 7.8. (Indicate Y or N)</b>	<b>If either of the previous two columns is no, please comment on what is missing or unclear.</b>
<b>4.2c. Candidate Clinical Practice Opportunities –</b> Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.			

<b>Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques</b>	<b>Introduced</b>	<b>Practiced</b>	<b>Assessed</b>	
	<b>All concepts were clearly introduced/included in <u>coursework</u> (Indicate Y or N)</b>	<b>All concepts are clearly practiced by candidates in <u>coursework or clinical practice</u> (Indicate Y or N)</b>	<b>Information provided in 5.1 indicates that candidates are assessed on these concepts. (Indicate Y or N)</b>	<b>If no is indicated on any of the previous three columns, please comment on what is missing or unclear.</b>
<b>TPE 7.2</b> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;				
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention).				

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).				
<b>TPE 7.10</b> 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.				
Understand how to appropriately assess and interpret results for English learner students.				
If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.				

<b>For MMSN and ESN Programs Only</b>				
<b>MM/EX 7.1</b> 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				
<b>MM/EX 7.2</b> Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.				
<b>MM/EX 7.3</b> Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.				

<b>Section 5.2 Clinical Practice and Diagnostic/Early Intervention Techniques</b>	<b>Documentation includes explicit reference to efforts that the program makes to provide opportunities for candidates, as practicable, to observe how schools are using screening and diagnostic techniques pursuant to 5.2 a. (Indicate Y or N)</b>	<b>If the response in the previous column is no, please indicate what is missing or unclear.</b>
<b>5.2 a. Clinical practice</b> - Link to MOUs or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe how schools/teachers are using screening and diagnostic techniques, as appropriate to the credential and as identified in the TPEs and standard.		
5.2b Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.	<b>Consultant Review. Information is available to Reviewers but no official review is required.</b>	
	<b>Program documentation indicates that candidates are provided opportunities to learn about and, where possible, observe how schools/teacher are using screening and diagnostic to inform teaching and assessment as indicated in 5.2c. (Indicate Y or N)</b>	<b>If the response in the previous column is no, please indicate what is missing or unclear.</b>
5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.		

Section 5.3 Incorporation of CA Dyslexia Guidelines in Coursework		
	Using information in both 5.3a <u>and</u> 5.3b, it is clear that the CA Dyslexia Guidelines are incorporated into the coursework of the program. (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.
<b>5.3a Coursework narrative on how CA Dyslexia Guidelines are incorporated</b> into the program for all candidates. (Please see 5.3b)		
<b>5.3b Direct links</b> to specific locations in course syllabi where the content of the CA Dyslexia Guidelines is clearly identified.	<b>Consultant preliminary review to ensure CA Dyslexia Guidelines are explicitly identified in program coursework. Reviewers to use the information submitted in this section to determine if the CDG are fully incorporated into the program.</b>	
<b>Section 5.3c Clinical Practice: CA Dyslexia Guidelines</b>	Program documentation indicates that candidates have opportunities to observe and practice concepts and strategies included in the CA Dyslexia Guidelines during clinical practice or steps are taken to provide alternative opportunities for these experiences. (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.
<b>5.3c Clinical Practice.</b> Narrative - Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below)		

	Program provided documentation for districts addressing requirements of 5.3d (Indicate Y or N)	If the response is no in the previous column, please comment on what is missing or unclear.
<b>5.3d Communication/Agreement with Districts.</b> Direct link to sample MOUs or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice concepts and strategies included in the California Dyslexia Guidelines.		
<b>5.3e Candidate Information.</b> Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines	<b>Consultant Review. Information is Available for Reviewers, but no additional response necessary</b>	
	Program documentation includes evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use skills described in the CA Dyslexia Guidelines. (Indicate Y or N)	If no is indicated in the previous column, please provide comment on what is missing or unclear.
<b>5.3f Opportunities to Observe/Use Skills in CDG.</b> Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).		