

Preliminary PK-3 ECE Specialist Instruction Credential Evidence Guide

Standard 7: Effective Literacy Instruction in PK-3 Settings

Program Standard 7: Effective Literacy Instruction in PK-3 Settings	Evidence Guidance
The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas^{1,2} based on California’s State Board of Education (SBE)- adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to children’s learning across all themes and how progress in the other themes supports progress in the foundational skills. Through the integration of literacy coursework and supervised	The program is addressing all aspects of Effective Literacy Instruction in PK-3 Settings. Candidates will learn about the development of children’s literacy skills during the first semester (Summer) in Foundations, Standards, and Frameworks Active Reading in TED and through in-depth class study and discussions of California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations V.1, California Common Core State Standards for English Language Arts (week 1) and Exit Ticket TED 591 (week 1) and Mind Map of Foundations, Standards, and Frameworks (week 2). Course readings in TED 591 and TED 592 (Mandel Morrow, Lesley. Literacy Development in the Early Years, Ninth Edition, Pearson (2020). ISBN: 0134898230) reinforce and develop understanding of literacy skills and applications as does required reading of California Preschool Curriculum Framework and California ELA/ELD Framework K-12 (2017) Examples are given in the Framework, such as vignettes of classroom applications for literacy skills. In TED 593 (second semester-Fall) continues the focus on the development of children’s literacy by including a Social Studies and examining California Preschool Learning Foundations, V. 3, National Council for the Social Studies (NCSS) Position Statements as a jigsaw in class assignment (week 1) Social Studies Children’s Literature Partner Activity (week 5) TED 598 Third semester (Spring) continues investigation into the various California Preschool Foundations V. 2 https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf which includes responding and engaging in visual and performing arts, physical development and health. (weeks 2,3) A Picture Book Assignment (week 4) is used to demonstrate for candidates how background information and vocabulary can be introduced. TED 596 also

clinical practice, candidates learn that children's instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on the children's age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical. *The text of this standard continues below	employs children's picture books for the same purposes. Rubric: Anchor Picture Book Investigation (week 2). Further investigations continues in TED 596 into California Preschool Learning Foundations, V. 3 https://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf (week 1)
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Grounded in Universal Design for Learning and asset-based pedagogies,³ the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers. The study of high-quality literacy instruction in the program also incorporates the following elements of the	Universal Design for Learning is the focus of TED 595 Second semester (Fall) UDL Lessons (weeks 4,5,15) and continues to support candidates' understanding of effective, high-quality literacy instruction. Knowledge of how to promote multiliteracy in both English-medium and multilingual programs is stressed in TED 591 (Summer) Planning for Language Development, Modes and Proficiency Levels (week 3), Planning for Language Development, Step 4: Creating Early Language Activities Targeting Specific Mode(s) of Communication (week 6).

<u>California Comprehensive State Literacy Plan:</u> a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining⁴	<u>California Comprehensive State Literacy Plan</u> https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf Principles of equity, diversity, and inclusion are included in seminar TED 578 (second semester-Fall) Getting to Know Your Students (week 2). Candidates have a format for learning more about their students. Focusing on student interests and adapting to focus on cultural backgrounds, identity, or family for the classroom cohort. TED 594 (Fall) focuses on Equity and Diversity throughout the entire semester. The text for this class Follari, L. (2015). <i>Valuing Diversity in Early Childhood Education</i>, 1st Ed., Pearson. ISBN-10 0132687216, supports candidates' growth of understanding. TED 584A (second semester-Fall) Video Lesson Submissions & Reflection Environment Process Investigation Rubric allow supervisors to support candidates' skill growth.
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³ [Asset-based pedagogies](#) view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

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

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b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for children who have not benefited from supplemental support c) Instruction that is responsive to individual children’s age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices d) Incorporation of the California Dyslexia Guidelines e) Integrated and designated ELD f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine children’s literacy profiles, including English learner typologies, and to	Multi-Tiered System of Support including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards is the purpose of TED 592 (Summer) simple ongoing assessments to determine children’s literacy skills and identify areas for additional instruction concepts of print, alphabet recognition, phonological awareness and language development and Assessment of Beginning Reading Rubric (weeks 3 & 6). Evidence of early, ongoing literacy assessments is needed for in-class focused instruction and referral when indicated. Promoting literacy at home by supporting parents is the purpose of the Tri-Fold brochure assignment W Tri Fold Brochure Rubric .docx (week 8). Incorporation of the California Dyslexia Guidelines TED 593 (Fall) the UC/CSU Dyslexia Modules (week 14) TED 595 (Fall) helps candidates develop awareness of screening children for disabilities which could interfere with literacy instruction Supporting Children with Disabilities and Common Core Resources for Special Education (weeks 3,5,7,10). TED 591 (Summer) focuses on knowledge of how to promote multiliteracy in both English-medium and multilingual programs PK-3 Lesson Plan Template (weeks 3- 8).

identify potential difficulties in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention

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

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children’s age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for children’s independence, motivation, and learning. Importantly, candidates learn the importance of creating literacy environments for young children that are nurturing and joyful and that encourage active, playful exploration and investigation and providing opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in imaginative and dramatic play. The program also emphasizes the importance of families as the first, primary, and ongoing contributors to children’s literacy development. Candidates learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.	

7a. Foundational Skills⁵

The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three.

Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print rich and child centered.

Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.

The program ensures that candidates understand that instruction in phonological

Describe how your proposed PK-3 ECE Specialist Instruction program addresses each aspect of Foundational Skills as identified in this part of the standard (7a).

The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching the **foundational skills** to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Candidates are introduced to all areas of early literacy in TED [592](#) during the summer semester through coursework and related assignments. They learn about the developmental stages and levels of literacy in PK-3 and the application of state documents and best practices, including methods of instruction and assessment. There is a focus on frequent, ongoing simple assessment to determine individual needs of children to better inform instruction. Candidate understanding of these concepts is assessed through key assignments and assessments, such as readings and exit tickets, which include observation of concepts of print and alphabet knowledge

[W Alphabet:Print-1.PrintRecognition\(P-K:3-5\).docx](#) ,phonological awareness, [Phonological Awareness\(2\).docx](#) (week3) language development and written reflections. TED [592](#) Family engagement in literacy development is supported through creation of hands-on learning materials and parent support brochures [W Tri Fold Brochure Rubric .docx](#) (week 8). TED [597](#) exit ticket ([CECO](#)) (weeks 11 & 13) directs candidates to video modules to support family engagement. Effective planning for PK-3 language development is the focus of TED [591](#) ([week 3](#), [5](#), [6](#)).

In fall TED [593](#) continues the focus on **foundational skills** understanding and development for PK-3 children, including phonics, syntax, morphology and pragmatics, word recognition, Basic Phonics Skills Test III (BPST) and [Gentry Spelling Inventory](#) (week 7) Fluency, accuracy and prosody assessment are taught through the use of Running Records . Candidates analyze instructional materials and tasks, based on foundational skills assessment results, select and develop materials and plan for instruction to support foundational skills development for all PK-3 children. Students complete a [Case Study](#) (weeks 3,7,10) that allows them to demonstrate their understanding of these concepts. Planning for instruction is first introduced and

awareness and phonics includes phonemic awareness; letter sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in	demonstrated through the use of the template, lesson plans, which is used across the PK-3 ECE program. Strategies and stages of writing, opportunities for writing, types of writing, and process writing in kindergarten through Grade 3 are addressed in class reading assignments. Candidates demonstrate meeting coursework learning outcomes related to instructional practice during fall and spring fieldwork experiences. They do this by applying what they learn in coursework throughout their fieldwork experience in TED 584A (fall) and TED 584B (spring). As part of these fieldwork courses, candidates are placed with a qualified cooperating teacher/district mentor or are the teacher of record and must plan, implement and reflect on lessons based on state-adopted Foundations, Frameworks and Standards for children in PK-3 settings. In both courses, candidates are observed by their CSUEB supervisor six times during each semester either in person or by submitting a video of themselves teaching on Go/React. Their proficiency and growth as effective PK-3 educators is evaluated by their assigned University Supervisor based on the Teaching Performance Expectations using the Supervisor Observation Form (this is a sample form). Additionally, summative assessments of candidate performance in fieldwork are completed at the end of each semester using the Summative Evaluation Form (this is a sample form).
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conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students/children while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.⁶

The program teaches candidates to plan foundational skills instruction based on children's previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered support in inclusive settings⁷ for children with reading, writing, or other literacy difficulties and disabilities, including children at risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for

children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children’s families and guardians as well as with other teachers, specialists, and administrators	
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from the school or district to initiate needed referrals for additional assessment and intensive intervention. The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., instruction beyond the earliest years and before children have typically developed fluency in decoding).	

7b. Meaning Making

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

Describe how your proposed PK-3 ECE program includes each aspect of Meaning Making as identified in this part of the standard (7b).

The PK-3 ECE Specialist Instruction credential program teaches candidates ways to engage children in rich early literacy experiences to support **Meaning Making**. Candidates learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other text. TED 595 Introduces the concept of the importance of the Learning environment. [32 Strategies for Building a Positive Learning Environment | Edutopia](#) (week 2). TED 592 Support for the understanding of modeling the use of the alphabetic principle with young children to support meaning making is shown in Exit Ticket assignment [Morning Message](#) (week 2). TED 591 supports understanding of receptive and expressive knowledge in preschool children through the Modes of Communication: Receptive and Expressive/Productive Language assignment (week 3). In TED 593 Candidates research literacy based websites to expand their knowledge of modalities of instruction to develop background knowledge and methods of supporting children's engagement in writing and oral presentations [Exit Ticket Class 6: Technology Websites Research](#) (week 6).

Planning lessons to support understanding, an in-class small group assignment in TED 593, (weeks 11 & 12) candidates construct a week-long set of center activities for their grade level using the stages of process writing (Prewriting, Drafting, Conferencing, Revising, Editing) supports candidates understanding of how to support children during the writing process and allows children to encode their thinking. The [lesson plans](#) template supports candidates understanding how each stage connects to the Preschool Foundations or CCSS. In TED 597 [Reflection Exercise Rubric](#) (week 7) candidates create and implement two mathematics lesson plans (week 12)

[Create and Implement 2 Mathematics Lesson Plans](#) . A math festival at the end of the semester [Final - Math Festival](#) (week 16)

Activities for word learning /vocabulary development, higher order thinking skills are practiced and assessed in TED 592 in the [Read Aloud Video Clip](#) (week 7) assignment. These skills are further supported through the use of

	varied literature for classroom use in developing vocabulary and background knowledge to support understanding and discourse among PK-3 children is focused on in Children's Literature Annotated Bibliography (week 4). TED 595, TED 597 and TED 598 all have children's literature assignments to support content understanding. In class Modeling of the Format for anchor books in science supports candidates' selection of appropriate literature. In class partner & individual Anchor Books Warmup and gallery walk allows candidates to demonstrate their understanding of the importance of the use of Children's Literature to support skills. TED 593 Integrated Assignment (week 8) supports Engaging Students in Learning, which high level thinking supports understanding and meaning making. TED 596 Provocation - hands-on science Rubric: Final Provocation - (week 7) allows children to deepen their understanding and It also encourages discourse among children to encourage inquiry interpretation. TED 596 An exit ticket (week 2 - Provocation - Play Day) supports assessment of candidates' understanding of these concepts. "Significance and importance of play in literacy and science outside – application of the 5 Es." During Spring Semester candidates are supported through Instructional strategies supporting content knowledge through focused planning for Language Development in TED 584B
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use the alphabetic code to express ideas automatically and efficiently with understanding. The program highlights the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, reading, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of children's asset, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.	
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7c. Language Development

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

The program addresses the importance of developing children's language, including their knowledge of how language works. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights

The program is addressing each aspect of **Language Development** and emphasizes language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system through the student learning outcomes across coursework and fieldwork. For example, see syllabi TED [590](#), TED [591](#), TED [592](#), TED [593](#), TED [595](#), TED [597](#), TED [596](#), TED [584A](#), and TED [584B](#).

Candidates in summer coursework are introduced to early language learning concepts, including receptive and productive language, modes of communication, language proficiency levels, and planning for language objectives in support of content instruction within a PK-3 setting. There is an emphasis on planning for students to be exposed to and use a variety of forms of language in order to develop language proficiency over time, with a focus on maintaining and sustaining home languages and cultures as an integral part of this process. Through coursework and related assignments, they learn about the developmental levels of literacy in PK-3 based on the application of state documents and best practices, including methods of instruction and assessment. Candidate understanding of these concepts is assessed through key assignments and assessments, such as readings, exit tickets, parent support brochures, and lesson plans designed to demonstrate effective planning for PK-3 language development in TED [591](#) (weeks 3-8) Planning for Language Development) and TED [592](#) (week 2) [Morning Message](#).

Candidates in fall coursework learn to develop a comprehensive program in reading, writing, related language instruction, and developmentally appropriate methods of teaching multiple subject areas to PK-3 children, including developing academic language skills and *using* language as a means of learning about how language works (including linguistic aspects of language development related to phonological awareness, syntax, morphology, and pragmatics). Candidates learn about and demonstrate skills in planning for and implementing developmentally appropriate practices for PK-3 children for all students, including those with disabilities, developmental delays, and those considered "at-risk". Candidates analyze instructional materials and tasks and, based on language assessment results, learn to select materials and plan for instruction to support language development of their

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

PK-3 students. Candidate understanding of these concepts is assessed through key assignments and assessments, such as readings, reading responses, [lesson plans](#), and group activities related to the selection and use of varied literature for developing language among PK-3 children.

Candidates in spring coursework continue to learn to develop PK-3 language skills and competencies across subject areas. Candidates develop an understanding of how to plan and implement lessons that reinforce language skills, develop academic use of language, and provide a variety of opportunities for students to interact with one another in integrated science, arts, and physical education. Candidates demonstrate their ability to facilitate language development through designing developmentally appropriate and experiential lessons that develop children's autonomy. Assignments and assessments that allow candidates to demonstrate understanding of these concepts include readings, exit tickets, [TED 596](#) (week 8) [anchor picture book and gallery walk](#), (week 8) and [outdoor learning experience adaptation](#) (week 11) and [lesson plans](#) that target intentional planning for PK-3 language development. [TED 598 Picture Book Assignment](#)  Picture Book Assignment Rubric (week 4).

Candidates demonstrate meeting coursework learning outcomes related to instructional practice during fall and spring fieldwork experiences. They do this by applying what they learn in coursework throughout their fieldwork experience in [TED 584A](#) (fall) and [TED 584B](#) (spring). As part of these fieldwork courses, candidates are placed with a qualified cooperating teacher/district mentor or are the teacher of record and must plan, implement and reflect on lessons based on state-adopted Foundations, Frameworks and Standards for children in PK-3 settings. In both courses, candidates are observed by their CSUEB supervisor six times during each semester either in person or by submitting a video of themselves teaching on Go/React. Their proficiency and growth as effective PK-3 educators is evaluated by their assigned University Supervisor based on the Teaching Performance Expectations using the [Supervisor Observation Form](#) (this is a sample form). Additionally, summative assessments of candidate performance in fieldwork are completed at the end of each semester using the [Summative Evaluation Form](#) (this is a sample form).

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language as they listen, speak, read, and write; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual children’s speaking, writing, and other communications; understanding of children’s English language proficiency; and the integration of language development with other themes.	

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7d. Effective Expression

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

The program is addressing each aspect of **Effective Expression** and focuses on children learning to effectively express themselves, orally and in writing, as they take part in experiential learning that is appropriate for their age and development. This evidence can be found within the student learning outcomes across coursework and fieldwork. For example, see syllabi TED [590](#), TED [591](#), TED [592](#), TED [593](#), TED [595](#), TED [597](#), TED [596](#), TED [584A](#), and TED [584B](#).

Candidates in summer coursework are introduced to early language learning concepts, including effective expression as productive language (oral and written communication) and how the modes of communication are used to understand and communicate about the world around us. Related to the modes of communication, candidates practice designing PK-3 lessons that focus on effective expression in developmentally appropriate ways through the lens of 1) interpreting language from sources that are heard, read, and/or viewed (interpretive communication), 2) communicating with others about their ideas orally and in writing (collaborative communication), and 3) producing products based on a range of texts for a variety of audiences (productive communication) so children can demonstrate their skills and competencies over time within a PK-3 setting. There is an emphasis in lessons and other assignments on knowing students' cultural and linguistic backgrounds in order to maintain and sustain home languages and cultures while also developing English proficiency through experiential learning targeting student's effective expression within their developmental and language proficiency levels. As part of this learning and practice, candidates explore instructional strategies that support the development of multilingualism and multiliteracy, such as language bridging strategies and tools and other translanguaging practices. Additionally, during summer, candidates are introduced to and practice techniques for explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and related language conventions as well as strategies and techniques for supporting children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Related to this learning, candidates are introduced to strategies for involving young children in the assessment process, including specific techniques for guiding children to make sense of developmentally appropriate rubrics and to use them for self-assessment and peer review of products within the PK-3 setting. Candidate

translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of

understanding of planning for and supporting children's effective expression is assessed through readings and reading responses, exit tickets In TED [591](#) (week 1). In [592 parent support brochures](#) (week 8) and [lesson plans](#) designed to demonstrate effective planning for effective expression in PK-3 environments.

Candidates in fall coursework learn to develop a comprehensive program in reading, writing, related language instruction, and developmentally appropriate methods of teaching multiple subject areas (language arts, social science, mathematics) to PK-3 children with a focus on carefully guiding children to speak and write for a range of purposes and express themselves to different audiences formally and informally. This includes learning to guide children to effectively express themselves using digital media and visual displays to enhance their expression as they create print and digital texts and communicate in English and/or more than one language (for multilingual programs). Candidates continue to apply concepts in assignments to show their ability to plan for the developmental level of their children in terms of effective expression (beginning with symbols and drawings and leading into strings of letters, then words, and eventually sentences, strings of sentences, and beyond). Candidates also continue to learn about and practice techniques for explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and related language conventions as well as strategies and techniques for supporting children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Related to this learning, candidates also continue to apply strategies for involving young children in the assessment process, including specific techniques for guiding children to make sense of developmentally appropriate rubrics and to use them for self-assessment and peer review of products within the PK-3 setting. Candidate understanding of these concepts is assessed through key assignments and assessments, such as readings, reading responses, [lesson plans](#), and group activities related to the selection and use of varied instructional strategies and scaffolds for supporting effective expression among PK-3 children. In TED [593](#) creating group lesson plans supports understanding of the elements needed in planning (weeks 11 & 12). TED [595](#) Introduces supporting language development for all students [UDL Lessons](#) (weeks 4 & 15)). TED [597](#) Language support is included in the assignments [Create and Implement 2 Mathematics Lesson Plans](#) (weeks 6 & 12).

Candidates in spring coursework continue to learn to develop the skills of effective expression in PK-3 across subject areas (science, art, physical education and health) with a focus on carefully guiding children to speak and write for a range of purposes and express themselves to different audiences formally and informally. This includes candidate demonstrations of their ability to implement strategies and lessons that guide children to effectively express themselves using digital media and visual displays to enhance their expression as they create print and digital texts and communicate in English and/or more than one language (for multilingual programs). Candidates continue to apply concepts in assignments to show their ability to plan for the developmental level of their children in terms of effective expression (beginning with symbols and drawings and leading into strings of letters, then words, and eventually sentences, strings of sentences, and beyond), including how to plan and implement lessons that reinforce the use of productive language skills for effective oral and written expression, develop academic use of language, and provide a variety of opportunities for students to interact with one another in integrated science, art, and physical education. Candidates also continue to learn about and practice techniques for explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and related language conventions as well as strategies and techniques for supporting children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Related to this learning, candidates also continue to apply strategies for involving young children in the assessment process, including specific techniques for guiding children to make sense of developmentally appropriate rubrics and to use them for self-assessment and peer review of products within the PK-3 setting. Assignments and assessments that allow candidates to demonstrate understanding of these concepts include readings, exit tickets, an [TED 596 anchor picture book investigation](#) (week 8), [outdoor learning experience adaptation](#) (week 11), [gallery walk](#) (week 8), and [lesson plans](#) that target intentional planning for effective expression in PK-3 settings. [TED 598 Picture Book Assignment](#)  [Picture Book Assignment Rubric](#) (week 4).

Candidates demonstrate meeting coursework learning outcomes related to instructional practice during fall and spring fieldwork experiences. They do this by applying what they learn in coursework throughout their fieldwork experience in TED

	584A (fall) and TED 584B (spring). As part of these fieldwork courses, candidates are placed with a qualified cooperating teacher/district mentor or are the teacher of record and must plan, implement and reflect on lessons based on state-adopted Foundations, Frameworks and Standards for children in PK-3 settings. In both courses, candidates are observed by their CSUEB supervisor six times during each semester either in person or by submitting a video of themselves teaching on Go/React. Their proficiency and growth as effective PK-3 educators is evaluated by their assigned University Supervisor based on the Teaching Performance Expectations using the Supervisor Observation Form (this is a sample form). Additionally, summative assessments of candidate performance in fieldwork are completed at the end of each semester using the Summative Evaluation Form (this is a sample form).
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letters and phonetically spelled words and progress to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/ printing and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills.

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

7e. Content Knowledge

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

The program emphasizes the importance of full access to content instruction—including through print and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all children. The program teaches candidates to provide the supports needed based on children's language

The PK-3 ECE Specialist Instruction program addresses each aspect of **Content Knowledge** and emphasizes literacy, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. This evidence can be found within the student learning outcomes across coursework and fieldwork.

In summer semester [TED 591](#) introduces planning for instruction [PK-3 Lesson Plan Template](#) as a 3-step process (weeks 3-8). Modes of Communication, Receptive and Expressive/Productive Language, Planning for Language Development, Creating Early Language Activities Targeting Specific Mode(s) of Communication supports candidates' understanding of language development in young children and different modes and levels of communication and instruction. This is supported by information and examples in the California Infant/Toddler Foundations and Framework, V.1 and Preschool Foundations and Framework V. 1. This supports Planning for Language Development and Designing Content Objectives. Creating Standards-Based Content Objectives is also a focus in [TED 591](#). Reading assignments in the textbook shared in [TED 591](#) (week 6) and TED [592](#) (week 2) during the first semester introduce understanding of Emergent Literacy Skills and Strategies, Helping Children to Figure Out Words, Writing, Spelling and Literacy Development, and Developing Comprehension and Fluency, all necessary skills to support content knowledge.

The assignment Social Studies Children's Literature Partner Activity helps candidates find children's literature from various cultures to support children's understanding of different cultural traditions to support background knowledge needed to understand content. Further TED [593 History-Social Science Lesson Planning](#) (week 5) History-Social Studies lesson planning at various grade levels focuses on the learning environment, engaging students and deepening student learning. The [TED 596 Rubric: Anchor Picture Book Investigation](#) (week 11) supports development of integrated content knowledge by exposing children through discovery learning which develops and supports understanding of vocabulary. Additionally the Outdoor Learning Experience assignment exposes children

proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children’s interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children’s understandings of the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as children navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to their age and development. The	to science content in a natural setting ☰ Rubric: Outdoor Learning Experience Adaptation (week 13) as does the Provocation Play assignment ☰ Rubric: Final Provocation (weeks 13 & 14). TED 597 The Math Festival achieves understanding of content in mathematics in the same way. ☰ Mathematics Summit/Conference Rubric (week 16). TED 593 Exit ticket Technology Websites Research (week 6) Learning about educational technology websites that supports both candidates’ and children’s understanding through visual/interactive engagement opens up another mode to support content knowledge.
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program also teaches wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship⁸ in ways that are appropriate for children's age and development. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Children with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children and to work effectively within co teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for children. Candidates learn and practice how to collaborate with families and guardians as well as with other teachers, specialists, and administrators from the school or district to gain additional assessment⁹ and instructional support for children. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.¹⁰

The PK-3 ECE Specialist Instruction program addresses each aspect of **Literacy Instruction for Children with Disabilities**. In [TED 595](#) Developmentally appropriate practices for PK-3 children including those with disabilities, developmental delays, and those considered “at-risk”. [UDL Lessons](#) (weeks 4 & 15). Early intervention, preschool programs, PK-3 classroom instruction and other service delivery approaches are explored. Coursework and supervised field experiences provide candidates with an understanding of how various disabilities can impact literacy instruction. Reader responses assess candidate’s understanding of the assigned readings and documents  Reader Response [TED 593](#) Introduces the *California Dyslexia Guidelines* by having candidates complete [the UC/CSU Dyslexia Modules](#) and write a summary of each module. (week 14)  Dyslexia Activity Rubric Assignments in [TED 595](#) textbook readings support the topics of inclusion, partnerships with families, parent’s rights [Special Education Rights for Children and Families](#), teaming and collaboration and other self-care and specific skills. Additional documents supporting deeper understanding of inclusion are assigned and discussed in class. TED [595](#) assignments include  Interview of an IEP/Student Support Team Member .  NAEYC Environment CHECKLIST Coursework assignments include UDL and differentiation and how they are connected, which focuses on guidelines for Universal Design  UDL Lessons using a UDL lesson planner  UDL Guidelines – Educator Worksheet - v and key questions for candidates to consider  cast-udl-planningq-a11y along with  UDL Checklist Content Connections and a rubric  udl_implementationrubric_melissatoland (1) rubric. In [TED 595](#) [Social Emotional Learning/Positive Behavior Support](#),  Rubric for completion of Social Emotional Learning Positive Behavior Intervention ... Candidates apply their understanding of inclusion. Behaviors to be aware of and consequences of those behaviors [University of Kansas Antecedent, Behavior Chart](#) is addressed in [TED 595](#) as are appropriate special education assessments: [positiveaction.net](#) and <https://www.first5california.com/en-us/articles/how-to-prepare-my-kid-for-tk-kindergarten-kindergarten-preschooler/> The exploration of community resources supports candidates in working with parents. [Community Resources](#)

The program incorporates the <i>California Dyslexia Guidelines</i>¹¹ through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and	
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that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.	

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which children identified as English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards, Preschool Learning Foundations, (or other content standards), and ELD standards in tandem¹² to plan instruction that advances English learner students' academic and language development, strengthening their abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also

The program is addressing each aspect of **Integrated and Designated English Language Development (ELD)** and emphasizes that ELD is both integrated into ELA and all other subjects taught and designated instruction is provided during the allotted time in the school day, as young children take part in experiential learning that is appropriate for their age and development across all subjects. Further, this program trains candidates on aspects of this standard throughout each semester. This evidence can be found within the student learning outcomes across coursework and fieldwork. For example, see syllabi TED [590](#), TED [591](#), TED [592](#), TED [593](#), TED [595](#), TED [597](#), TED [596](#), TED [584A](#), and TED [584B](#).

Candidates in summer coursework are introduced to language learning concepts related to integrated and designated ELD, including an introduction to the ELA/literacy standards, Preschool Learning Foundations, California Content Standards for English Language Development, specific chapters of the California English Language Arts/English Language Development Framework, what the modes of communication are and how children use language within each of them, the ELD Proficiency Level Descriptors, and the ELPAC rubric used for assessing English language proficiency. As part of this learning, it is emphasized to candidates that our children enter the classroom with linguistic and cultural assets and that we, as educators, value these by maintaining and sustaining linguistic and cultural assets while also supporting children's proficiency development in English. As part of this learning, candidates are also introduced to Global California 2030, multilingual program options/formats across the state, the variety of English learner types, and the connections between language development and support for English and languages other than English. During the summer, candidates learn that integrated and designated ELD are part of Tier 1 within Multi-Tiered Systems of Support (MTSS) and, as such, how to identify English proficiency levels and plan lessons that integrate English language support for proficiency development throughout learning. These lessons include instructional strategies, scaffolds, and assessments targeting the development of language proficiency designed to guide young children to use language with a variety of purposes (the how) as they interact in meaningful ways (the why) in order to learn how English works (the what). There is, again, an emphasis in lessons and other assignments on knowing students' cultural and linguistic backgrounds in order to

learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works.

maintain and sustain home languages and cultures while also developing English proficiency through experiential learning targeting student's language proficiency development over time. Moreover, candidates are trained to design lessons for designated ELD, with an understanding that this is taught as a part of the regular school day, where they implement lessons that 1) are tailored to children's proficiency on the ELD proficiency level continuum, 2) include language objectives designed in support of content objectives, 3) incorporate a variety of instructional strategies to support language learning and remove barriers to learning, 4) include scaffolds critical for English learner students to be able to engage in grade-level content learning, and 5) that formatively assess children's content and language learning based on the designed objectives. Candidate understanding of planning for integrated and designated ELD is assessed through readings and reading responses, exit tickets, TED [592 parent support brochures](#) (weeks 8) and [lesson plans](#) designed to demonstrate effective planning for integrated and designated ELD in PK-3 environments in TED [591](#) and TED [592](#) and TED [597 Create and Implement 2 Mathematics Lesson Plans](#) (week 12).

Candidates in fall coursework learn to develop a comprehensive program in reading, writing, related language instruction, and developmentally appropriate methods of teaching multiple subject areas to PK-3 children with a focus on carefully guiding children to speak and write for a range of purposes and express themselves to different audiences formally and informally as they interact in meaningful ways. Candidates build on the knowledge they gain during summer to plan for integrated ELD in English Language Arts, Social Science, and Mathematics. They create lesson plans that include language objectives designed in support of content objectives and that integrate the explicit teaching of and student practice with tiered vocabulary, including academic and subject-specific language in English Language Arts, Social Science, and Mathematics. These lessons include instructional strategies, scaffolds, and assessments targeting the development of language proficiency designed to guide young children to use language with a variety of subject-specific purposes as they interact in meaningful ways in specific subjects in order to further learn how English works. Candidates continue to apply concepts in assignments to show their ability to plan for the developmental level of their children, in terms of designated ELD, by using the language demands identified during content instruction to inform what needs to happen during designated ELD. Candidates continue to practice planning for

designated ELD instruction by building from content language into ELD instruction and also building from ELD instruction into content instruction, so young children have the opportunity to be explicitly taught key content language and skills that advance English learner students' academic and language development and strengthens their abilities to use academic English as they simultaneously learn content within the PK-3 setting. Candidate understanding of these concepts is assessed through key assignments and assessments, such as readings, reading responses, and lesson plans. TED [592 parent support brochures](#) (week 8) and [lesson plans](#) (week 6) designed to demonstrate effective planning for integrated and designated ELD in PK-3 environments. TED [591](#) and TED [592](#) and TED [597 Create and Implement 2 Mathematics Lesson Plans](#) (week 7) and group activities related to the selection and use of varied instructional strategies and scaffolds for supporting effective expression among PK-3 children. TED [595](#) Reader Responses (weeks 3,5,7,10).

Candidates in spring coursework continue to learn to develop the skills of effective expression in PK-3 across subject areas with a focus on carefully guiding children to speak and write for a range of purposes and express themselves to different audiences formally and informally as they interact in meaningful ways. Candidates build on the knowledge they gain during summer to plan for integrated ELD in Science, Art, Physical Education and Health. They create lesson plans that include language objectives designed in support of content objectives and that integrate the explicit teaching of and student practice with tiered vocabulary, including academic and subject-specific language in Science, Art, Physical Education and Health. These lessons include instructional strategies, scaffolds, and assessments targeting the development of language proficiency designed to guide young children to use language with a variety of subject-specific purposes as they interact in meaningful ways in specific subjects in order to further learn how English works. Candidates continue to apply concepts in assignments to show their ability to plan for the developmental level of their children, in terms of designated ELD, by using the language demands identified during content instruction to inform what needs to happen during designated ELD. Candidates continue to practice planning for designated ELD instruction by building from content language into ELD instruction and also building from ELD instruction into content instruction, so young children have the opportunity to be explicitly taught key content language and skills that advance English learner students' academic and language

	development and strengthens their abilities to use academic English as they simultaneously learn content within the PK-3 setting. Assignments and assessments that allow candidates to demonstrate understanding of these concepts include readings, exit tickets, TED 596 anchor picture book investigation (week 8), an outdoor learning experience adaptation, gallery walks, (week 11) and lesson plans that target intentional planning for effective expression in PK-3 settings. See TED 598 Picture Book Assignment (week 4) . Candidates demonstrate meeting coursework learning outcomes related to instructional practice during fall and spring fieldwork experiences. They do this by applying what they learn in coursework throughout their fieldwork experience in TED 584A (fall) and TED 584B (spring). As part of these fieldwork courses, candidates are placed with a qualified cooperating teacher/district mentor or are the teacher of record and must plan, implement and reflect on lessons based on state-adopted Foundations, Frameworks and Standards for children in PK-3 settings. In both courses, candidates are observed by their CSUEB supervisor six times during each semester either in person or by submitting a video of themselves teaching on Go/React. Their proficiency and growth as effective PK-3 educators is evaluated by their assigned University Supervisor based on the Teaching Performance Expectations using the Supervisor Observation Form (this is a sample form). Additionally, summative assessments of candidate performance in fieldwork are completed at the end of each semester using the Summative Evaluation Form (this is a sample form).
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The program also prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to children's proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in designated ELD in ways that support content instruction, building into and from specific topics of study. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.	
7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings¹³ provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their children.	The PK-3 ECE Specialist program supports Literacy Teaching Performance Expectations (TPEs) and Supervised Clinical Practice, provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Fieldwork II and Student Teaching placements are made by the Program Coordinator. Candidates with a qualified cooperating teacher/district mentor or be the teacher of record to plan, implement on lessons based on Foundations, Frameworks and Standards for children in PK-3. Candidates demonstrate meeting Literacy Teaching Performance Expectations (TPEs) and outcomes for Supervised Clinical Practice throughout fall and spring fieldwork experiences. They do this by applying what they learn in coursework during their fieldwork experience in TED 584A (fall) and TED 584B (spring). As part of these fieldwork courses, candidates are placed with a qualified cooperating teacher/district mentor or are the teacher of record and must plan, implement and reflect on lessons (using this lesson plan template) based on state-adopted Foundations, Frameworks and Standards for children in PK-3 settings.

	As part of the support and evaluation in both courses above, candidates are observed by their CSUEB supervisor six times during each semester either in person or by submitting a video of themselves teaching on Go/React. As part of this observation cycle, candidates reflect on their teaching practice as a means to focus on their own ongrowth growth and professional development. Feedback on candidate proficiency and growth as effective PK-3 educators is provided by their assigned University Supervisor based on the Teaching Performance Expectations using the Supervisor Observation Form (this is a sample form). Additionally, summative assessments of candidate performance in fieldwork are completed by the University Supervisor and Cooperating Teacher (for those in student teaching placements) at the end of each semester using the Summative Evaluation Form (this is a sample form).
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