



Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN) Credential Evidence Guide

Standard 7: Effective Literacy Instruction for Students with Disabilities

The purpose of this document is to assist prospective Preliminary Education Specialist (MMSN and ESN) credential programs in responding to Program Standard 7: Effective Literacy Instruction for Students with Disabilities. In the following table, the standard is divided into sections to ensure that prospective programs address each aspect of the standard. (The fact that this guidance document separates the standard section should not prohibit the various concepts from being interwoven throughout the program coursework and clinical practice as is best practice in reading and literacy instruction and as described in Standard 1.) While a brief narrative is acceptable, please be judicious about the length of your response. Reviewers will be looking for the content of the standards reflected in your program. Additionally, unsubstantiated claims/narrative will not be sufficient.

In responding to the standard, please include the following:

- *Please list all required reading and literacy instruction related courses for the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) and/or Extensive Support Needs (ESN), by title and number.*
- *Please link the syllabi for the courses identified in #1.*
- *Please identify any other coursework in which reading and literacy instruction is covered but where it may not be the primary focus of the course.*
- *Please note that evidence for each element of the standard must be demonstrated in both coursework and clinical practice.*

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



Education Specialist: Mild to Moderate Support Needs (MMSN) Literacy Coursework

Required Reading and Literacy Instruction Courses (All MMSN Candidates)

Education Specialist: MMSN candidates complete the same three course literacy sequence as Multiple Subject candidates during Year 1, concurrently with SV 131, so literacy coursework is applied in the candidate's own classroom from the first semester of the internship.

- [EDU 235: Reading Foundations](#) (Year 1, Fall)
- [EDU 236: Reading Fluency](#) (Year 1, Spring)
- [EDU 237: Reading Comprehension & Writing](#) (Year 1, Spring)

Other Coursework in Which Reading and Literacy Instruction Is Covered but Is Not the Primary Focus

- [SPED 225: Instruction in MMSN Settings](#) (Year 1, Spring)
- [EDU 315: History Social Science & Next Generation Science](#) (Summer Session 1)
- [SPED 308: Autism & Other Disabilities](#) (Summer Session 2)
- [SPED 309: Assistive Technology](#) (Year 2, Fall)
- [SPED 211: IEPs, Laws, & Case Management](#) (Year 1, Fall) and [SPED 311: IEPs, Laws & Case Management Deep Dive](#) (Year 2, Spring)
- [EDU 352: Advanced Supporting Multilingual Learners](#) (Year 2, Spring)



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Program Standard 7: Effective Literacy Instruction for Students with Disabilities The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines^{1,2} based on California’s State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards, and for Early Childhood Special Education programs, the Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework. The program emphasizes the relationships among the five	The FCSS Teachers College Internship Program’s literacy coursework and supervised field experiences for Education Specialist: Mild to Moderate Support Needs (MMSN) candidates encompass the study of effective means of teaching literacy across all disciplines, based on the SBE-adopted California Common Core State Standards for ELA/Literacy and California ELD Standards. Literacy is taught across all disciplines through content-area reading and writing (EDU 237 Sessions 8 and 12) and EDU 315: History Social Science & Next Generation Science. Candidates learn the CCSS Writing standards and trace a single writing demand from kindergarten through grade six (EDU 237 Session 9; Writing Standards Reference). Candidates learn to use the ELA/literacy and ELD standards together by differentiating a CCSS reading standard across ELD proficiency levels (EDU 352 Session 3). Consistent with the standard’s broad definition of literacy for students with disabilities, candidates learn that writing may include speech-to-text or word prediction and that communication may include an AAC device used together with a student’s home language (EDU 237 Session 10). Reading through braille, screen readers, or audio text and communication through American Sign Language are addressed in SPED 309: Assistive Technology (SPED 309 Session 1 and Session 2. <i>The</i>

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

² For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.



themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.*

***The text of this section of the standard continues below.**

*program does not offer an Early Childhood Special Education credential; therefore, the **Infant/Toddler Learning and Development Foundations**, the **Preschool Learning Foundations**, and the **Preschool Curriculum Framework** are not addressed in this response.*

Program coursework and supervised field experiences are aligned with the SBE-adopted [ELA/ELD Framework](#), including the crosscutting themes of **Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge**. MMSN candidates complete the same three course literacy sequence as Multiple Subject candidates. [EDU 235: Reading Foundations](#) and [EDU 236: Reading Fluency](#) anchor **Foundational Skills**, while [EDU 237: Reading Comprehension & Writing](#) addresses **Meaning Making, Language Development, Effective Expression, and Content Knowledge**. [EDU 352: Advanced Supporting Multilingual Learners](#) extends the sequence through the ELD Standards. Together, the three course literacy sequence and EDU 352 address all of the Literacy Teaching Performance Expectations (TPE 7.1-7.11).

Candidates learn **the relationships among the five themes**. Candidates learn **the importance of the foundational skills to student learning across all themes**: phonemic awareness lays the foundation for linking sounds to letters, and fluency bridges word recognition and comprehension because automatic word reading frees cognitive resources for making meaning ([EDU 235 Session 1](#)). Furthermore, candidates learn **how progress in the**



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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 students' age and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths and collaboration with other service providers. Candidates learn the power of language (both oral—spoken/signed—and written) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers. The study of high-quality literacy instruction in the program also incorporates the following elements of the California Comprehensive State Literacy Plan:	other themes also supports progress in the foundational skills. Through Scarborough's Reading Rope, candidates examine how the language comprehension strands intertwine with the word recognition strands (EDU 237 Session 1). Candidates learn that comprehension and vocabulary knowledge each influence fluent reading (EDU 236 Session 4), and that knowledge of affixes and word meanings helps students decode multisyllabic words (EDU 236 Session 3). Through the integration of literacy coursework and supervised clinical practice, candidates learn that instruction in each of the themes is essential and should occur concurrently rather than sequentially. In EDU 236 Session 1, candidates observe a modeled read-aloud that teaches fluency and prosody, Tier 2 vocabulary, comprehension strategies, and content knowledge in a single lesson, then apply the same model in their own Culturally Responsive Read Aloud Lesson Plan (EDU 236 Assessment 1). Furthermore, EDU 235 Session 7's six-step Explicit Phonics Lesson integrates phonemic awareness, phonics, decoding, encoding, fluency, and connected text in one Tier 1 block. Additionally, EDU 237 Session 5 builds the bridge from vocabulary (TPE 7.7) to effective expression (TPE 7.8) through Donald Graves's adept diction and the EDU 237 Integrated Text Set Capstone requires candidates to integrate vocabulary, comprehension, and writing around a single anchor topic. Emphasis based on grade-level standards is reinforced as candidates plan their read-aloud lesson using the RL/RI and

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.



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	Foundational Skills standards for their selected grade level (EDU 236 Assessment 1) and trace writing expectations through the grade-level CCSS (EDU 237 Session 9). Candidates also use the Reader Stage Continuum to determine which themes require the heaviest emphasis at each stage of reader development (EDU 235 Session 4). The integration of coursework and clinical practice is operationalized through assignments completed with the candidate's own students: the CORE Phonics Survey administered to four students (EDU 235), the MASI-R assessment administered to two students (EDU 236), and the vocabulary lesson plan and video, comprehension lesson plan and video, and writing lesson plan and video (EDU 237). In addition to the aforementioned literacy lessons and assignments, field Supervisors evaluate literacy lessons using the literacy lens of the Field Supervisor Observation Literacy/Foundational Skills Tool, which includes a look-for that meaning making, language and vocabulary development, and effective expression are concurrent and integrated into instruction, as well as Education Specialist look-fors for IEP accommodations and goals, assistive technology and AAC, and intensive intervention. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical. Candidates learn the purpose of integrated and designated ELD and the distinctions between them (EDU 352 Session 3). Integrated ELD is reinforced across the literacy sequence via Calderón-informed vocabulary instruction (EDU 237: Session 4); culturally and linguistically sustaining read-aloud expectations (EDU 236 Assessment 1); and Universal TPE 5.2 alignment in



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	EDU 235 Assessment 6 and EDU 235 Assessment 3. Furthermore, candidates design an Integrated ELD Lesson Plan (EDU 352 Assessment 3) and a Culminating ELD Lesson Plan of either integrated or designated ELD (EDU 352 Assessment 6) as part of their course assessments. Universal Design for Learning principles are embedded throughout the literacy courses: each course opens with a UDL guidelines and instructor practices table operationalizing multiple means of engagement, representation, and action and expression, so candidates experience UDL as learners while studying its framework. UDL is taught as a feature of best-first Tier 1 instruction (EDU 235 Session 7), and candidates design literacy lessons with UDL supports in EDU 235 Assessment 4 and EDU 235 Assessment 6. Furthermore, candidates demonstrate UDL implementation during formal observations, where the Field Supervisor Observation Tool literacy lens includes look-fors on UDL and on assistive technology for students with disabilities. Asset-based pedagogy is operationalized through EDU 352 Session 6's focus on assets-oriented and needs-responsive classrooms; EDU 236 Assessment 1's culturally responsive text selection criteria; EDU 237 Session 2's reframing of vocabulary gaps in English learners as a matter of language exposure rather than a reading deficit; and EDU 235 Session 6's positioning of multisensory instruction as essential for equitable access rather than as remediation. Candidates learn to provide literacy instruction that is organized and systematic via the Core Literacy six-step Explicit Phonics Lesson Plan (EDU 235); a full session on multisyllabic



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	word reading with three structured instructional approaches (EDU 236 Session 3); and EDU 237's four-arc course structure (vocabulary, comprehension, writing, and reading-writing integration). Instruction is comprehensive, with the sequence covering all five crosscutting themes, and evidence based, as every interactive lecture opens with a Content Acknowledgement naming its research base from the Teaching Reading Sourcebook, 3rd edition. Instruction is culturally and linguistically sustaining: candidates select culturally responsive texts for the whole group read-aloud they design and video record (EDU 236 Session 1) and study the California EL Roadmap principles (EDU 352 Sessions 1 and 6). Instruction is responsive to students' age and prior literacy development: candidates place students on the Reader Stage Continuum (EDU 235 and EDU 236), use the Blending Readiness Continuum (EDU 235 Session 5), and study the developmental progression of writing (EDU 237). For multilingual learners, candidates plan from ELD proficiency levels and EL typologies (EDU 352 Sessions 2 and 4). Candidates learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths. Candidates use the How Disabilities Impact Literacy Instruction Guide (EDU 235 Session 5) to plan adaptations based on each student's profile rather than on a disability label, and EDU 237 includes credential pathway-differentiated practice in each session. Candidates learn to plan literacy instruction in collaboration with other service providers, including general education teachers, speech-language pathologists, and paraeducators, through SPED 206: Collaboration Skills (SPED



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	206: Session 1) and the IEP team process in SPED 211: IEPs, Laws, & Case Management (Session 4). Candidates learn the power of language (spoken, signed, and written) to understand and transform the world and to create socially just learning environments. In EDU 352 Session 1, candidates analyze the film Immersion, in which a newcomer navigates an English-only classroom, and re-examine that classroom through the California EL Roadmap. Furthermore, candidates learn translanguaging as an asset-based stance that positions students' full linguistic repertoires as resources (EDU 237 Session 10). For students who communicate through sign, AAC, or other modes, candidates learn that assistive technology is a civil rights issue that removes barriers to participation and promotes inclusion and dignity (SPED 309 Session 1). Candidates learn that students who use AAC need access to literacy instruction through specific reading assistive technology tools. They practice aided language modeling during a read-aloud so that students can comment on and respond to text through their devices (SPED 309 Session 3). Candidates also plan communication access through ASL interpretation, eye gaze, and voice output devices in Assessment 2: UDL Lesson plan (SPED 309 Session 2), examine how cultural norms around communication shape AAC choices (SPED 309 Session 4), and learn that all behavior is communication (SPED 308 Session 3). Furthermore, candidates examine how privilege, power, and deficit-based "single stories" shape students' opportunities and plan how to challenge inequitable systems (EDU 354 Session 1), and they help students author counter-narratives about themselves as learners (EDU 354 Session 4).



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a. Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset-based and culturally and linguistically responsive, affirming, and sustaining^{4*} b. Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support c. Instruction that is responsive to individual students' age, language and literacy development, and literacy goals; that engages families and communities as	The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards. Candidates plan across listening, speaking, reading, and writing in every literacy lesson (EDU 237 Session 10); integrate all four ELD domains with content standards in EDU 352 Assessment 3 and Assessment 6; and build a content-anchored Integrated Text Set (EDU 237 Sessions 14 and 15). a. Principles of equity, diversity, and inclusion. Candidates learn that literacy is a matter of equity from the outset of the sequence: EDU 235 opens with national and local reading data and frames universal screening as a means of closing systemic opportunity gaps (EDU 235 Session 1). Similarly, in EDU 237, candidates learn that many students from low-income and historically marginalized backgrounds may enter school with gaps in vocabulary and background knowledge due to inequitable access to educational opportunities. In EDU 237, candidates examine Biemiller's finding that by the end of grade two the vocabulary gap is roughly 2,000 root word meanings and identify what it would take to interrupt that pattern in their own classrooms (EDU 237 Session 2). Candidates select culturally responsive texts for their whole group read-aloud (EDU 236 Assessment 1) and engage with cognate awareness and translanguaging strategies that position students' home languages as instructional

⁴ Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, 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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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	resources (EDU 237 Sessions 4 and 10). In Session 2, candidates study Calderón’s vocabulary framework for English learners, which builds their capacity to leverage students’ existing linguistic knowledge in vocabulary instruction. For students with disabilities, candidates select accessible texts and materials, including audio, braille, symbol-supported, and digital formats, so that every student can access books that affirm their identities (EDU 237 Session 14 text set audit; SPED 309 Session 3). In clinical practice, the Field Supervisor Observation Tool includes a TPE 1 look-for on connecting to students' funds of knowledge and cultural and linguistic backgrounds. b. Multi-Tiered System of Support. Candidates learn MTSS as best first instruction, targeted supplemental instruction, and intensive intervention via MTSS and its application in literacy, including Tier 3 intensive, individualized intervention and a candidate-designed Tier 1 whole-group phonics lesson (EDU 235 Session 7); Tier 2 intervention and Tier 2 small-group lesson design from their own assessment data (EDU 235 Session 9); and the six co-teaching models for delivering initial and supplemental instruction in inclusive settings in the How Disabilities Impact Literacy Instruction Guide (EDU 235). c. Instruction responsive to students' age, language and literacy development, and literacy goals; family and community partnership; and social and emotional learning and trauma-informed practices. Candidates learn to write standards-aligned IEP literacy goals from present levels (SPED 211 Session 4). Candidates engage families as educational partners via involving families as active partners at Tier 3 (EDU 235 Session 8), parent and student participation in the IEP



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	Process (SPED 211 Session 1), and partnering with families of students with chronic illness, hospitalization, and degenerative conditions (SPED 225 Session 5). Candidates learn social and emotional learning and trauma-informed strategies such as emotionally safe classroom climates, predictable routines, choices, and calm-down spaces (EDU 230: Session 2), and how to plan culturally responsive, trauma-informed instruction (EDU 230: Session 7). d. Incorporation of the California Dyslexia Guidelines. The California Dyslexia Guidelines are a required reading in EDU 235, SPED 225, SPED 308, and SPED 309. Candidates learn the neuroscience of dyslexia, risk indicators, and early screening (EDU 235 Session 8); practice administering a state-approved dyslexia screener (SPED 225 Session 1); the importance of multisensory instruction for students with Dyslexia (EDU 235 Session 6); and structured literacy programs paired with evidence based practices (SPED 308 Session 1). e. Integrated and designated ELD. Candidates learn that comprehensive ELD includes both integrated and designated ELD as Tier 1 instruction (EDU 352 Session 3), that designated ELD is protected time connected to content, and that dually identified students are entitled to both ELD and IEP supports (EDU 352 Session 5). Candidates design an Integrated ELD Lesson Plan and a Culminating ELD Lesson Plan (EDU 352 Assessments 3 and 6). See 7g. f. Multiliteracy in English-medium and multilingual programs. Candidates learn the history of bilingual education (EDU 352 Session 1) and designated ELD in English-medium and Dual



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g. Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and diagnostic assessment in response to referrals for additional assessment and intensive intervention* Consistent with the <i>ELA/ELD Framework</i>, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, 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 students' autonomy in learning, including providing	Language Immersion programs (EDU 352 Session 3); translanguaging as an asset-based stance (EDU 237 Session 10); and that ASL is a primary language and braille a primary means of literacy access for many students with sensory disabilities (SPED 225 Session 4). g. Assessment for various purposes. Candidates learn formative and progress monitoring assessment via fluency progress monitoring and decision rules (EDU 236 Session 5), monitoring progress while implementing evidence-based practices with fidelity (SPED 308 Session 2), and formative assessment probes (EDU 315 Session 5). Candidates learn screening to determine literacy profiles and risk for dyslexia via the CORE Phonics Survey administered to their own students (EDU 235 Session 8), and English learner typologies via ELPAC interpretation (EDU 352 Session 2) and the EL typologies chart (EDU 352 Session 4). Candidates learn diagnostic assessment in response to referrals via initiating the referral process with reading specialists and school psychologists (EDU 235 Session 8), developing assessment plans with the assessment team (SPED 225 Session 3), and administering an assessment to a student on their caseload (SPED 225 Assessment 5). Consistent with the ELA/ELD Framework, candidates learn instructional practices that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators via collaboration on the IEP team (SPED 211 Session 4) and the six co-teaching models in the How Disabilities Impact Literacy Instruction Guide (EDU 235).



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choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students with visual impairments. Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.	Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages, backgrounds, and family and community knowledge, via assets-oriented and needs-responsive instruction (EDU 352 Session 6). Candidates learn to promote students' autonomy, including choice, via choice-based activities that promote autonomy (SPED 225 Session 2) and choice boards aligned to UDL Checkpoint 7.1 (SPED 309 Session 2). Candidates learn that practices vary by learning profile and include direct instruction (the six-step Explicit Phonics Lesson, EDU 235 Session 7), collaborative learning (Structured Academic Controversy, EDU 315 Session 2), and inquiry-based learning (the Inquiry Design Model, EDU 315 Session 2; phenomenon-driven science, EDU 315 Session 4). The program addresses community-based instruction for students with disabilities, in which skills are taught in the real settings where students will use them so that learning generalizes beyond the classroom. Candidates learn to adapt instructional strategies for community-based instruction and plan for skill generalization across settings (SPED 308 Session 4), and to prioritize functional academics and real-world applications for students with intellectual disabilities (SPED 225 Session 3). For students with visual impairments, candidates learn to provide explicit instruction in concepts typically learned through incidental visual observation, to use braille and tactile graphics as primary literacy access, and to collaborate with Teachers of the Visually Impaired and Orientation and Mobility specialists (SPED 225 Session 4). In clinical practice, the Field Supervisor Observation



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	Tool includes a Community-based setting option so Field Supervisors can observe literacy instruction in community settings. Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning: candidates learn how goal setting supports students' independence and how students can use the developmental progression of writing to set goals for their own writing (EDU 237 Session 9), and they use student-facing rubrics for self-assessment (EDU 237 Session 13). Candidates also learn to how to create student-centered IEP goals and progress (SPED 311 Assignment 1). Candidates learn ways to partner with families and so that families are welcomed, informed, heard, and included in literacy development opportunities. Candidates learn to invite families to (EDU 206)in developing and reviewing IEP literacy goals.
7a. Foundational Skills⁵ The Education Specialist credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding	Foundational skills are the central focus of EDU 235 Reading Foundations and a major focus of EDU 236 Reading Fluency, taught as structured, organized, direct, systematic, and explicit instruction as part of a comprehensive literacy program, with special emphasis on transitional kindergarten through grade three. EDU 235 sequences instruction across the developmental continuum and explicitly teaches candidates how to instructionally support the following foundational skills: • The structure of English: phonology, orthography, and morphological awareness, applied through the "Word

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



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and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. 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 conjunction with applicable foundational skills and to help children apply their	Surgery" analysis of phonemes, graphemes, syllables, onset-rime units, and morphemes (EDU 235 Session 1) • Print concepts (EDU 235 Session 2) • Alphabet and letter knowledge, including letter-name iconicity, visual and phonological confusability, and continuous-stroke manuscript letter formation (EDU 235 Session 2) • Instructional strategies that support letter knowledge, including multisensory letter formation, the alphabet concentration game, and alphabet songs (EDU 235 Session 2) • Reading Skill Sort: print knowledge, letter knowledge, phonological awareness, and combination of skills (EDU 235 Session 2) • Developmental levels of phonological awareness, including word-level and syllable-level awareness (EDU 235 Session 3) • Phonemic awareness across the full continuum from word to syllable to onset-rime and body-coda to phoneme, with explicit blending, segmenting, deletion, addition, and substitution routines using Elkonin boxes (EDU 235 Session 3) • Phonics, decoding, spelling, and word recognition, beginning once four to six sound-spelling correspondences are mastered (EDU 235 Session 5) • Blending readiness and blending strategies for beginning readers, with a first grade blending lesson model video(EDU 235 Session 5) • Irregular words and spelling patterns through the multisensory "Heart Word" mapping routine, which links



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encoding skills in comprehensive writing instruction.* The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.⁶ The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the <i>ELA/ELD Framework</i>, including knowledge of cross-language transfer between the home languages and English. The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings⁷ for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not	phoneme-grapheme correspondences in reading and spelling (EDU 235 Session 6) • The Explicit Phonics Whole Group Lesson Sequence by CORE Literacy, with practice in connected, decodable text in the Tier 1 Explicit Whole Group Phonics Lesson (EDU 235 Session 7, Assessment 4) • Multisyllabic word reading through syllable types and division, affixes and Greek and Latin morphology, and a flexible strategy for reading big words (EDU 236 Session 3) • Morphological awareness through the Four-Step Morphemic Analysis Routine (EDU 237 Session 4) • Text reading fluency, including accuracy, rate as an indicator of automaticity, and prosody, the variables that impact reading fluency, and prosody through assisted and repeated oral reading (EDU 236 Session 4) • Oral reading fluency assessment via the MASI-R (Multilevel Assessment System–Revised) (EDU 236 Session 4) Candidates learn that foundational skills instruction, particularly in text reading fluency, emphasizes spelling and syllable patterns, semantics, morphology, and syntax, via the vocabulary and language structures domain of transitional readers(EDU 236 Session 2) and the language comprehension strand of Scarborough's Reading Rope (EDU 237 Session 1). Candidates learn the connections among foundational skills, language, and cognition that support students as they read and

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

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



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progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to conduct comprehensive literacy assessments in coordination with assessment teams; develop Individualized Education Plans for eligible students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding.	write increasingly complex disciplinary texts, including reading history-social science and science texts through the moves historians and scientists make (EDU 315 Session 1). Candidates learn the importance of word-rich environments, including word walls, word games, and poetry books (EDU 237 Session 5). Candidates learn that decoding maps spellings to pronunciations while encoding maps phonemes to spellings, and learn to teach both reciprocally via when to begin encoding and decoding (EDU 235 Session 5) and the Heart Word routine, which links phoneme-grapheme correspondences in reading and spelling (EDU 235 Session 6). Explicit letter formation and printing are taught in conjunction with applicable foundational skills (EDU 235 Session 2), and candidates learn to help students apply their encoding skills in writing via why transcription and composition compete in a writer's working memory (EDU 237 Session 9) and teaching spelling and conventions within real writing (EDU 237 Session 10). For multilingual and English learner students, candidates learn to plan foundational skills instruction from students' home-language literacy experiences via primary language literacy as a variable in EL typologies and age-appropriate literacy in the primary language for newcomers (EDU 352 Session 4). Candidates learn cross-language transfer and differentiation via cognate awareness (EDU 237 Session 4), Calderón's framework (EDU 237 Session 2), and English learner guidance embedded in EDU 235, such as letter-name iconicity (Session 2). Candidates learn that effective foundational skills instruction employs early intervention informed by ongoing measures of



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	progress and diagnostic techniques, with tiered supports in inclusive settings. Candidates learn to monitor progress against critical developmental milestones using the CORE Phonics Survey, to identify early risk for dyslexia (EDU 235 Session 8), and to provide tiered supports through MTSS, including Tier 3 intensive, individualized intervention (EDU 235 Session 7). Candidates learn to adjust and differentiate for students whose skills are not progressing via designing Tier 2 intervention groups from their own assessment data (EDU 235 Session 9) and progress monitoring decision rules(EDU 236 Session 5). Candidates learn to collaborate with families and guardians, teachers, specialists, school psychologists, and administrators via involving families as active partners at Tier 3 and initiating the referral process with reading specialists, school psychologists, speech-language pathologists, and site administrators (EDU 235 Session 8). Candidates learn to administer an assessment and reflect on its validity (SPED 225 Assessment 5). Candidates learn to develop IEPs for eligible students, including students at risk for and with dyslexia, via the characteristics of specific learning disability and dyslexia (SPED 225 Session 1), the core components of the IEP, including present levels and measurable goals (SPED 211 Session 2), and collaboratively writing standards-aligned IEP goals (SPED 211 Session 4). Candidates learn to support classroom teachers as they plan and provide supplemental instruction through the six co-teaching models in the How Disabilities Impact Literacy Instruction Guide (EDU 235), and to provide accommodations through direct supplemental support and intensive intervention,



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	including assistive technology paired with foundational skills intervention. (EDU 235 Session 9). In clinical practice, candidates provide guided, supervised foundational skills instruction by designing and delivering a pre-emergent or emergent small-group lesson (EDU 235 Assessment 3), a Tier 1 whole-group phonics lesson (Assessment 4), and Tier 2 small-group intervention lessons at beginning levels of decoding (Assessment 6); administering the CORE Phonics Survey to four students (Assessment 5). Field Supervisors observe and give feedback on foundational skills instruction using the Field Supervisor Observation Tool, including the MMSN look-fors for intensive intervention delivered as structured literacy.
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. This includes the use of assistive technology and/or Augmentative and Alternative Communication (AAC) devices as appropriate for students with disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of	The FCSS Teachers College 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. Meaning making anchors the comprehension arc of EDU 237 Reading Comprehension & Writing (Session 7 TPE 7.6 Introduction). Candidates learn why fluent decoding does not guarantee comprehension (Simple View of Reading; Scarborough's Rope; Cognitive Science Daniel Willingham's Research). Session 6 defines comprehension as the simultaneous extraction and construction of meaning through the interaction of reader, text, and activity (RAND). Session 7 opens by displaying TPE 7.6 as the anchor for literary comprehension, and Session 9 teaches that reading and writing are one



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higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.* The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to	meaning-making system (Graham & Hebert, Writing to Read). Reading aloud and rich early literacy experiences are taught to candidates through interactive read-alouds as Tier 1 instruction (EDU 236 Session 1); the Text Talk read-aloud method (EDU 237 Session 3) and the informational read-aloud text structure activity on honey bees. (EDU 237 Session 8). Predictions, retelling and reenacting, generating questions are taught to candidates via Hanson's retelling progression with picture-supported oral retelling (EDU 237 Session 7). Candidates are taught to support students in literal and inferential comprehension by making connections to students' prior knowledge and experiences through intentional think alouds (EDU 237 Session 7). Furthermore, Candidates learn about schema theory and how to use schema webs for content-area topics (EDU 237: Session 6) to build students comprehension. Lastly, candidates learn why informational text is difficult for students to comprehend and how to support students' understanding of informational texts across all disciplines through the explicit teaching of informational text structures. (EDU 237 Session 8). Candidates also plan an informational text feature walk lesson to implement in their own classrooms in order to support students' understanding of informational text across all disciplines. Higher-order cognitive skills at all grades including reasoning, inferencing, perspective taking, and critical reading are framed as the goal of the course (EDU 237 Session 1). Candidates learn how to facilitate higher order skills via modelling during teacher think-alouds (EDU 237 Session 7), intentional academic discourse strategies (EDU 237 Session 10)



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promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.	Furthermore, credential pathway-differentiated practice in every session keeps the coursework individualized to the credential. Candidates learn that the contributors to meaning making include vocabulary acquisition (EDU 237 Sessions 2, Session 3, Session 4 and Session 5); grammatical and discourse-level knowledge (EDU 237 Sessions 1, 10); content knowledge (EDU 237 Sessions 6, 8); motivation and engagement (RAND reader element, EDU 237 Session 6; active engagement moves, EDU 237 Session 3); comprehension monitoring via “clicks and clunks” and metacognition (EDU 237 Session 6); automatic word recognition and the alphabetic code (EDU 236 Session 1, building on EDU 235). Candidates understand the importance of print and digital texts (EDU 237 : Session 8); literary texts (EDU 237: Session 6 & EDU 237 : Session 7) and informational texts (EDU 237: Session 8); culturally and linguistically relevant texts(EDU 236: Session 1). Furthermore, candidates understand the importance of utilizing cooperative learning structures and academic discourse strategies to foster comprehension. (EDU 237: Session 7 and EDU 237: Session 10). Candidates are taught to engage children in listening, reading, speaking, writing and viewing of texts to draw information from texts via the text feature walks and text-structure analysis with signal words and graphic organizers(EDU 237: Session 8); research to build knowledge within the CCSS writing anchors (EDU 237: Session 9). Candidates learn to promote complex text through intentional scaffolding and the incorporation of children's assets through the four-step explicit strategy instruction (EDU



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	237: Session 7) and via the Eight Comprehension Strategies with scaffolds such as graphic organizers, schema webs, instructional moves to promote academic discussion and modelled think-alouds; text-complexity analysis via the Three Text Complexity Sort (EDU 237: Session 6); and finally, the Capstone Integrated Text Set Assignment integrates meaning making with the other themes (EDU 237 Session 14). For multilingual learners, candidates learn to scaffold meaning making via Calderón's modifications (EDU 237: Session 2 and EDU 237: Session 3); cognate awareness (EDU 237: Session 4); scaffolding using visual story maps with language objectives (EDU 237: Session 7); and translanguaging (EDU 237: Session 10). In Clinical Practice, Candidates plan, teach, and video-record a vocabulary lesson & video and a reading comprehension lesson & video with their own students. They share these videos with their instructors, practicum field supervisors and post on Canvas so their cohort mates can respond with meaningful feedback. Furthermore, Practicum Field supervisors observe meaning-making instruction using the Literacy/Foundational-Skills Observation. Candidates learn the importance of providing students with a range of print and digital, literary and informational texts that are developmentally appropriate, fully inclusive, and culturally and linguistically relevant: digital texts (EDU 237 Session 8); literary texts (Sessions 6 and 7); informational texts (Session 8); and culturally and linguistically relevant texts (EDU 236 Session 1). Candidates audit their Integrated Text Sets for whether the set



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	offers a way in for every reader, including students who use accessible formats (EDU 237 Session 14). Candidates learn to use cooperative learning structures and academic discourse strategies so that students share their understandings in collaboration with others (EDU 237 Sessions 7 and 10). Candidates learn to engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts via text feature walks and text structure analysis with signal words and graphic organizers (EDU 237 Session 8) and research within the CCSS writing anchors (EDU 237 Session 9). Candidates learn to promote deep and sustained reading of increasingly complex texts through the four-step explicit strategy instruction model (EDU 237 Session 7); the Eight Comprehension Strategies with scaffolds such as graphic organizers, schema webs, and modeled think-alouds; and text complexity analysis via the Three Text Complexity Sort (EDU 237 Session 6). The Capstone Integrated Text Set Assignment integrates meaning making with the other themes (EDU 237 Session 14). For multilingual learners, candidates scaffold meaning making via Calderón's modifications (EDU 237 Sessions 2 and 3), visual story maps with language objectives (Session 7), and translanguaging (Session 10). In clinical practice, candidates plan, teach, and video record a vocabulary lesson and a reading comprehension lesson with their own students and share these videos with their instructors, Field Supervisors, and cohort for feedback. Field Supervisors observe meaning-making instruction, including the use of assistive



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	technology and AAC, with the literacy lens of the Field Supervisor Observation Tool .
7c. Language Development Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. Candidates learn to facilitate communication for students who use American Sign Language, eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.* The program addresses the importance of developing students' language, including their	Language development anchors EDU 237's vocabulary arc (EDU 237 Session 2, Session 3, Session 4, and Session 5). Candidates learn that students learn, think, and express ideas with and through language, orally and in writing, by examining reading, writing, speaking, and listening in a real classroom lesson (EDU 237 Session 10). Oral language is taught as the developmental foundation for literacy (EDU 235 Session 4). Candidates learn to create environments that foster oral and written language development, including discipline-specific academic language, via oral rehearsal before writing and instructional moves to foster academic conversations (EDU 237 Session 10); and the language demands of the content areas (EDU 237 Session 10 and Session 12). Candidates learn to facilitate communication for students who use American Sign Language, eye gaze, AAC devices, braille, or other communication strategies. Candidates learn that ASL is a primary language rather than an accommodation, and that braille, tactile graphics, captioning, and signed interpretation are the primary means of literacy access for many students with sensory disabilities (SPED 225 Session 4). Candidates learn to select picture exchange systems (PECS), speech-generating devices, core vocabulary boards, visual scene displays, and signed or gestural systems based on a student's communication profile, motor access, and language development trajectory, and to provide aided language input by modeling on the student's AAC system during instruction (SPED 225 Session 2). Candidates then analyze an IEP for the communication supports and language development goals that allow a student with complex



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knowledge of how language works and the impact of students' disabilities on their language development. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; understanding of students' English	communication needs to access curriculum (SPED 225 Session 2, Assessment 3). Furthermore, candidates learn to write IEP language development goals that name the student's AAC system, such as a goal for a student using a speech-generating device to generate descriptive utterances during shared reading (SPED 225 Session 4). Candidates learn to offer alternative response methods such as eye gaze, switch access, pointing to visuals, and voice output devices, aligned to UDL Checkpoint 4.1 (SPED 309 Session 2). Candidates observe the instructor point to symbols on an AAC display while reading aloud (e.g., "I think the character is sad") so students see how to comment on and respond to text, and learn that students who use AAC also need an alphabet or keyboard page to answer questions, retell, and compose (SPED 309 Session 3). Furthermore, candidates learn to configure AAC systems so students can respond on Smarter Balanced assessments without the device supplying unintended answers (SPED 309 Session 4), and simulate an IEP team AT consideration meeting in which they recommend tools, outline a trial plan with success criteria and timelines, and document AT decisions in the IEP (SPED 309 Session 4, Applied Practice: AAC Profiles and Tool Matching). Candidates are taught to value and leverage students' existing linguistic repertoires and home languages via Calderón's modifications (EDU 237 Session 2); cognate awareness, in which candidates sort Spanish-English word pairs into true, partial, and false cognates and draft one instructional move to leverage cognates in their own classrooms (EDU 237 Session 4); and translanguaging as an asset-based stance (EDU 237 Session



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language proficiency; and the integration of language development with other themes.	10). In that session, MMSN candidates plan how a student's home language and AAC system work together. Candidates also redesign a discussion or prewriting activity to invite students' full linguistic repertoires (EDU 237 Session 10). Multilingualism and multiliteracy in English-medium and multilingual programs are developed in EDU 352 via the history of bilingual education (Session 1), designated ELD in English-medium and Dual Language Immersion programs (Session 3), and assets-oriented instruction under EL Roadmap Principle 1 (Session 6). Candidates learn to develop students' knowledge of how language works, including syntax, grammar, and discourse-level knowledge, through the language comprehension strand of Scarborough's Reading Rope (EDU 237 Session 1) and through word consciousness and adept diction, including synonyms, gradable and complementary antonyms, homographs, and denotation and connotation, all mapped to the L.5 and L.6 standards (EDU 237 Session 5). Candidates learn how students' disabilities affect their language development via speech or language impairment (SPED 225 Session 1); language development goals for students with complex communication needs (SPED 225 Session 2); the impact of sensory disabilities on language development (SPED 225 Session 4); and distinguishing language development needs from disability-related needs for dually identified English learners (EDU 352 Session 5). Candidates learn the link between vocabulary and comprehension and why explicit vocabulary instruction is essential to closing the vocabulary gap for students from low-income backgrounds (EDU 237 Session 2). Indirect



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	vocabulary learning is taught through Graves's four components of vocabulary growth, including wide independent reading (EDU 237 Session 2), and word consciousness and word play via the Antonym Sort and Connotation Continuum (EDU 237 Session 5). Direct instruction is taught through Biemiller's sequence of vocabulary word acquisition and Beck's three tiers with Calderón's modifications (EDU 237 Session 2). Furthermore, candidates learn student-friendly explanations, multiple exposures in multiple contexts, and active engagement with word meanings (EDU 237 Session 3), along with Beck and McKeown's Text Talk, Biemiller and Boote's Direct Explanation Method, and Beck's Method for Independently Read Text (EDU 237 Session 3). Candidates learn to teach independent word-learning strategies, including morphemic analysis, Greek and Latin roots, context clues, and Baumann's integrated Vocabulary Strategy (EDU 237 Session 4). Candidates learn grammatical and discourse-level understandings and how text types and genres vary by purpose, audience, and discipline across grade levels. Candidates examine the CCSS writing landscape, trace a single writing demand across grade-level expectations, and learn instructional moves to advance writers (EDU 237 Session 9). Sentence combining and mentor sentences develop students' syntactic control from oral language into written sentences (EDU 237 Session 10). Furthermore, story grammar (EDU 237 Session 7) and informational text structures (EDU 237 Session 8) show how texts are organized for different purposes, and the genre arc across narrative, informative/explanatory, and opinion/argument writing traces each genre across grade levels (EDU 237 Sessions



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	11 to 13). Candidates learn that students enrich their language across the four processes in every literacy lesson (EDU 237 Session 10) and through digital writing tools (EDU 237 Session 10) and digital informational text (EDU 237 Session 8). Candidates learn to plan instruction based on analysis of instructional materials, including word selection from texts(EDU 237 Session 2) and auditing a unit they bring (EDU 237 Session 14); assessment of students' writing through diagnosis of student writing samples (EDU 237 Session 9) and of students' present levels of performance (SPED 211 Session 2); students' English language proficiency through ELPAC interpretation (EDU 352 Session 2) and EL typologies(EDU 352 Session 4); and the integration of language development with the other themes via the Integrated Text Set Capstone (EDU 237 Session 14).
7d. Effective Expression Coursework and supervised field experiences address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate communication for students who use American Sign Language, eye	Effective expression anchors EDU 237's writing arc (EDU 237 Sessions 9, 10, 11, 12, and 13). Candidates learn the developmental progression of writing across the Pre-Literate, Emergent, Transitional, and Fluent bands, and why transcription competes with composition in a writer's working memory (EDU 237 Session 9). Candidates trace the CCSS Writing Standards K–6 across grade levels (EDU 237 Session 9). Additionally, candidates learn how students express themselves orally via academic discourse before beginning the writing process (EDU 237 Session 10); and discussion protocols that support collaborative conversations with multiple conversational turns (EDU 237 Session 10). Candidates learn to help students improve their writing via mentor sentences drawn from familiar books (EDU 237 Session 10); and the language categories of



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gaze, vocalizations, AAC devices, or other communication strategies. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.* *The text of this section of the standard continues below. Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support	adept diction, where gradable antonyms and connotation shape writing decisions (EDU 237 Session 5). Candidates learn to facilitate communication for students who use American Sign Language, eye gaze, AAC devices, or other communication strategies via ASL as a primary language, with signed interpretation and captioning providing access to classroom discourse (SPED 225 Session 4); teaching communication functions such as commenting, asking questions, and sharing information on a student's AAC system (SPED 225 Session 2); response options such as eye gaze, switch access, and voice output devices (SPED 309 Session 2); and aided language modeling so students who use AAC can comment on, retell, and respond to text (SPED 309 Session 3). Candidates learn to create writing-rich environments in which students write daily for various purposes via the research on daily writing volume (EDU 237 Session 9); and writing to learn across disciplines (EDU 237 Session 12). In the content-area writing workshop, MMSN candidates design an access pathway, such as a sentence frame, word bank, picture selection, or AAC-supported jot (EDU 237 Session 12). Candidates learn that writers progress from drawings, marks, and scribbles to strings of letters, phonetically spelled words, and conventional spellings (EDU 237 Session 9). Candidates practice placing authentic student samples in developmental bands and naming the bottleneck (transcription, composition, or the competition between them), and MMSN candidates name an alternative route to composition, such as dictation, assistive technology, or alternative pencils (EDU 237 Session 9). Candidates then select



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learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, assistive technology, and other learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation/printing, including the use of assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; and the integration of effective expression with other themes.	instructional moves with exact teacher language (EDU 237 Session 9). Candidates learn to teach students to plan, develop, give and use peer and teacher feedback, revise, edit, and produce their own writing across the modes of narration (Session 11); information (Session 12); and opinion/argument (Session 13). For each genre, MMSN candidates name how a student could meet the same demand through an alternate mode, such as dictation, sequencing picture cards, or an AAC-supported retell (EDU 237 Session 11). Candidates learn to support students' use of keyboarding, technology, and multimedia via age-appropriate digital writing tools and digital citizenship, naming one tool that doubles as an access support, such as speech-to-text or word prediction (EDU 237 Session 10). Candidates learn that speech-to-text and word prediction let students compose at the level they can express orally while still planning, revising, and editing, and that students who use AAC need an alphabet or keyboard page to spell and write their own words (SPED 309 Session 3). Furthermore, candidates select adapted keyboards and switch access (SPED 309 Session 4). Candidates learn to provide explicit instruction in letter formation/printing and related conventions in conjunction with decoding skills via continuous-stroke manuscript formation and multisensory letter formation (EDU 235 Session 2); and encoding (EDU 235 Session 5). For students with fine motor needs, candidates learn to select assistive technology such as pencil grips, slant boards, and speech-to-text (SPED 309 Session 1).



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	Candidates support students in developing spelling and handwriting fluency in the writing process via conventions taught within real writing, with brief regular handwriting practice in the early grades and keyboarding in the upper grades (EDU 237 Session 10). Candidates learn to value translanguageing and effective expression in languages other than English via home-language brainstorming, rehearsal, two-language word banks, and home-language partner pairings (EDU 237 Session 10); AAC paired with home language for students with disabilities (EDU 237 Session 10); and designated ELD in Dual Language Immersion programs (EDU 352 Session 3). Candidates learn to engage students in self- and peer-assessment with time for creation, reflection, and revision via student-facing rubrics versus teacher scoring rubrics (Session 13); structured peer-feedback protocols (Session 13); and formative writing assessment via student conferences (Session 11). In clinical practice, candidates plan, teach, and video record a writing lesson with their own students (EDU 237 Session 13) and debrief peers' writing lesson videos (EDU 237 Session 14). Field Supervisors observe effective-expression instruction via the Literacy Observation Tool.



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7e. Content Knowledge Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.* *The text of this section of the standard continues below. The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning	Content knowledge anchors EDU 237 Sessions 8 and 12. Session 8 opens with candidates reading informational text without the knowledge it assumes, then displays TPE 7.6 and TPE 7.9 together as the dual anchor. Candidates learn why literacy across content areas is difficult for students; the five informational text structures with signal words and matched graphic organizers; and text feature walks (EDU 237 Session 8). Candidates learn the reciprocal relationships among academic language, literacy, and content knowledge via discipline-specific language (EDU 237 Session 10) and content-area writing (EDU 237 Session 12). Furthermore, candidates plan authentic cross-disciplinary instruction in which science and history-social science each supply something the other cannot (EDU 315 Session 5). Candidates learn to collaborate with educators across disciplines via collaboration on the IEP team and co-writing standards-aligned IEP goals in a simulated education specialist and general education teacher partnership (SPED 211 Session 4), and via the six co-teaching models for delivering initial and supplemental literacy instruction together in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Candidates learn that content motivates students when it reflects and values their diverse experiences, cultures, and interests via culturally responsive text selection using sources such as We Need Diverse Books and Lee & Low (EDU 236 Session 1). Candidates design a Culturally Responsive Read Aloud Lesson Plan as their first assessment in EDU 236. Candidates also conduct a perspective audit of published curriculum (EDU 315



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differences and addresses inclusive practices, including access to incidental learning experiences, and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.⁸ 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.	Session 3) and draw on local phenomena about which students' families may hold knowledge (EDU 315 Session 5). Candidates learn to provide full access to content instruction for all students via print, digital, and multimodal texts and structured discussion. Candidates audit a unit they currently teach for whether it offers a way in through the modes their students use, checking whether each text is available in the accessible format their students need (audio, large print, braille, digital text with text-to-speech, or symbol-supported text) and naming one accessible or identity-affirming text they would add (EDU 237 Session 14, Applied Practice: Auditing the Unit You Brought). They then build an Integrated Text Set anchored by one text with three to five supporting texts, including at least one evaluated digital or multimodal resource (EDU 237 Session 14, Capstone Assessment: Integrated Text Set). Furthermore, candidates learn to name and model the talk moves that structure academic discussion (EDU 237 Session 10) and identify a digital writing tool that doubles as an access support, such as speech-to-text or word prediction (EDU 237 Session 10, Digital Writing Tools). Candidates also learn phenomenon-driven science in which students observe directly and build initial models (EDU 315 Session 4). Candidates learn to provide supports based on language proficiency and learning differences via the vocabulary tier sort for English learners (EDU 237 Session 2); the visual story grammar organizer as a primary scaffold for MMSN students (EDU 237 Session 7); AAC paired with home language (EDU 237 Session 10); and audio primary sources, visual primary sources, and text-to-speech as access points for English learners and

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



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	students with disabilities (EDU 315 Session 1). In EDU 315 Assessment 4, candidates design language scaffolds at two ELD proficiency levels and one MMSN support, each preserving the science practice. Candidates learn inclusive practices, including access to incidental learning, via explicit instruction in concepts typically learned through incidental visual observation for students who are blind or visually impaired (SPED 225 Session 4). Candidates learn to build students' disciplinary literacy by naming the moves historians make (sourcing, contextualizing, and corroborating) and the moves scientists make (tracing claim, evidence, and reasoning) and by applying three meaning-making moves to authentic disciplinary texts (EDU 315 Session 1); and via reading scientific text, productive scientific talk, and modeling (EDU 315 Session 4). Candidates learn to teach students to navigate increasingly complex texts, research questions of interest, and evaluate the credibility of sources via text-complexity analysis (EDU 237 Session 6); research within the CCSS writing anchors (EDU 237 Session 9); and digital source evaluation through two teachable questions: "Who made this, and how do I know?" and "Is this informing or selling?" (EDU 237 Session 8). Furthermore, candidates learn to design developmentally appropriate research questions and source use, from a shared class question investigated through a single source in the early grades to guided multi-source writing in the upper grades (EDU 237 Session 12). Candidates design compelling and supporting questions using the Inquiry Design Model (EDU 315 Session 2). Candidates learn to help students share knowledge as writers and speakers via



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	Claim-Evidence-Reasoning (EDU 315 Session 5) and Structured Academic Controversy (EDU 315 Session 2). Candidates learn the role of wide and independent reading in knowledge building and literacy development via Graves's four components of vocabulary growth (EDU 237 Session 2) and content instruction (EDU 237 Session 8). Candidates learn to promote digital literacy and digital citizenship by evaluating digital texts for authorship, accuracy, purpose, and student access and contributing them to a shared Digital Resource Bank (EDU 237 Session 15); and by locating digital primary sources, applying civic online reasoning, attributing sources under Creative Commons, and checking student data privacy (EDU 315 Session 1). Candidates learn to use assistive technology for content access via text-to-speech and audiobooks paired with printed text, so students with reading disabilities can access grade-level content (SPED 309 Session 3), and via digital tools matched to UDL checkpoints (SPED 309 Session 2). Candidates learn to plan instruction based on analysis of instructional materials by auditing a unit for access, in which MMSN candidates determine whether the set offers a way in through the modes their students use (EDU 237 Session 14); on student progress via formative assessment probes (EDU 315 Session 5); and on the integration of content knowledge with other themes. In clinical practice, candidates teach content-connected literacy lessons in their own classrooms (Vocabulary Lesson and Video, EDU 237 Session 5; Comprehension Lesson and Video, EDU 237 Session 8) and build a culminating Capstone Integrated Text Set around a single



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	anchor topic, anchored by one text with three to five supporting texts, including at least one evaluated digital or multimodal resource, with a stated purpose for every text (EDU 237 Session 14). Candidates also design a Cross-Disciplinary Integrated Lesson Plan with scaffolds for students with disabilities that preserve the disciplinary demand (EDU 315 Assessment 5). Field Supervisors observe content-integrated literacy instruction using the program's literacy observation tool.
7f. Literacy Instruction for Students with Disabilities Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the range of severity of disability and the educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand	The FCSS Teachers College coursework and supervised field experiences provide candidates with an understanding of how various disabilities impact literacy instruction, and teach candidates how to adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. Candidates use the How Disabilities Impact Literacy Instruction Guide (EDU 235), which addresses the impact on literacy and the specific adaptations, differentiation, and accommodations for dyslexia, dysgraphia, autism, speech and language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, and deaf and hard of hearing. Candidates learn the characteristics and instructional implications of specific learning disability, dyslexia, and speech or language impairment (SPED 225 Session 1); autism (SPED 225 Session 2); intellectual disability and orthopedic impairment (SPED 225 Session 3); deaf-blindness, deafness, hearing impairment, and visual impairment (SPED 225 Session 4); and multiple disabilities and traumatic brain injury (SPED 225 Session 5). Candidates also learn to adapt instruction via the pathway-differentiated blocks in EDU 237, including visual story grammar organizers as primary scaffolds (EDU 237 Session 7), and speech-to-text, word



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Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, including classroom assistants and specialists (e.g., support during center rotations, working with students on individual goals, facilitating whole group activities to allow candidates to work with students on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.* Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and Deaf and Hard of Hearing and Visual Impairment teachers and specialists), and others to offer additional assessment⁹ and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications)	prediction, and AAC paired with home language (EDU 237 Session 10). Candidates learn that a disability category is a label for a qualifying condition and that services are based on individual need. Candidates learn that instructional strategies for autistic students are not a one-size-fits-all checklist but tools selected from what candidates learn about each student's strengths, communication profile, and learning needs (SPED 225 Session 2), and to adjust teaching strategies for students with traumatic brain injury based on each student's unique profile rather than assumptions drawn from the disability category alone (SPED 225 Session 5). Candidates learn Multi-Tiered System of Support and the value of initial, supplemental, and intensive instruction in inclusive settings via MTSS and its application in literacy and a candidate-designed Tier 1 whole-group phonics lesson(EDU 235 Session 7); and Tier 2 intervention (EDU 235 Session 9). Candidates learn the six co-teaching models for delivering initial and supplemental literacy instruction with general educators, such as station teaching and alternative teaching for a Tier 2 re-teach, in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Candidates learn to work with instructional support personnel via navigating paraprofessional implementation of supports (SPED 206 Session 5) Candidates learn the importance of data-based decision making to plan intensive intervention via designing intervention groups

⁹ See [Preliminary Education Specialist Credential Teaching Performance Expectations](#), Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.



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and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support students who are deafblind or have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.^{10*} The program incorporates the <i>California Dyslexia Guidelines</i>¹¹ through literacy coursework and supervised field experiences that include the definition of dyslexia and its characteristics;	from their own assessment data (EDU 235 Session 9); monitoring fluency with progress monitoring graphs and decision rules (EDU 236 Session 5); and monitoring progress and adapting evidence-based practices while maintaining fidelity (SPED 308 Session 2). Candidates learn to collaborate with families and guardians and multidisciplinary teams to offer additional assessment and instructional support via partnering with Teachers of the Visually Impaired, orientation and mobility specialists, Teachers of the Deaf and Hard of Hearing, educational audiologists, speech-language pathologists, and families (SPED 225 Session 4); collaborating with school psychologists, speech-language pathologists, and occupational therapists on assessment plans (SPED 225 Session 3); coordinating AT implementation with SLPs, OTs, AT specialists, general educators, and families (SPED 309 Session 4); and collaboration on the IEP team (SPED 211 Session 4). Candidates learn to provide appropriate adaptations and assistive technology that ensure equitable access to the curriculum via the distinction between accommodations and modifications (SPED 211 Session 2); AT across the continuum and accessible educational materials (SPED 309 Session 1); and AT for reading, writing, and communication (SPED 309 Session 3). For students who are deaf-blind or have visual impairments or blindness, candidates learn braille, tactile graphics, screen readers, and refreshable braille displays (SPED 225 Session 4), and for

¹⁰ See the California Department of Education 2019 publication, [California Practitioners Guide for Educating English Learners with Disabilities for additional information](#).

¹¹ See [California Education Code 44259\(b\)\(4\)](#)



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screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.	students who are deaf or hard of hearing, visual phonics and fingerspelling in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Candidates learn to facilitate students' self-advocacy via instruction in choice-making, goal-setting, problem-solving, and self-advocacy (SPED 206 Session 4) and a lesson plan that teaches a self-determination skill matched to a student's strengths, needs, and communication profile (SPED 206 Session 4, Assessment 4); designing accommodations that protect dignity for students who resist supports they perceive as marking them as different (SPED 225 Session 5); and student-centered transition planning in which students monitor and communicate their own progress (SPED 211 Session 3). Candidates learn the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities via supporting dually identified English learners, assessment accessibility resources and accommodations, and reclassifying dually identified students (EDU 352 Session 5), using the California Practitioners' Guide for Educating English Learners with Disabilities. Candidates learn to collaborate with language specialists and select appropriate assessments by requesting language assessments and interpreter support when English language development may affect test validity (SPED 225 Session 3); and developing a triennial assessment plan for a student on their caseload that selects assessment tools matched to the student's cultural and linguistic background (SPED 225 Session 5, Assessment 6). Candidates learn to use assessment accommodations and avoid over- and under-identification via case studies in which cultural or linguistic differences risk being



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	misinterpreted as disabilities and responsive Smarter Balanced accommodation decisions (SPED 309 Session 4). EL typologies, including newcomers and long-term English learners, are addressed via who newcomer students are, who long-term English learners are, and an EL typologies chart exploration (EDU 352 Session 4). The program incorporates the California Dyslexia Guidelines through literacy coursework and supervised field experiences. The Guidelines are a required reading in EDU 235, SPED 225, SPED 308, and SPED 309. Candidates learn the definition of dyslexia and its characteristics via dyslexia as a neurobiological learning disability, the key brain systems affected, risk indicators across grade bands, and the IQ-discrepancy myth (EDU 235 Session 8); and dyslexia as a subtype of specific learning disability and its common indicators (SPED 225 Session 1). Candidates learn screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other reading and writing difficulties via California's K–2 universal screening requirement and practice administering, scoring, and communicating the results of a state-approved dyslexia screener (SPED 225 Session 1); why early assessment matters, a CORE Phonics Survey simulation, and administering and interpreting the CORE Phonics Survey with their own students (EDU 235 Session 8); the MASI-R oral reading fluency measure (EDU 236 Session 4); and diagnosing writing samples to name whether transcription, composition, or both limit a writer (EDU 237 Session 9).



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	Candidates learn effective approaches for teaching and adapting instruction for students at risk for and with dyslexia and other literacy-related disabilities via pairing structured literacy programs such as Orton-Gillingham, S.P.I.R.E., and Wilson Reading with visual supports, task analysis, and errorless learning (SPED 308 Session 1); assistive technology for dyslexia, where candidates learn that text-to-speech gives access to grade-level ideas but does not teach decoding, so students who use it still receive explicit, systematic foundational skills instruction (SPED 309 Session 3); and the adaptations for dyslexia and dysgraphia in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Structured literacy is taught across the literacy sequence via phonology through the developmental levels of phonological awareness (EDU 235 Session 3); orthography through irregular word instruction(EDU 235 Session 6); phonics through encoding and decoding (EDU 235 Session 5) and the six-step Explicit Phonics Lesson (EDU 235 Session 7); morphology through syllable types and affixes (EDU 236 Session 3) and morphemic awareness (EDU 237 Session 4); syntax through the language structures strand of Scarborough's Reading Rope (EDU 237 Session 1) and sentence combining (EDU 237 Session 10); and semantics through explicit vocabulary instruction (EDU 237 Session 3). Candidates pair structured literacy with cognitive and perceptual supports, such as graphic organizers, reduced working-memory load, and text-to-speech, in the How Disabilities Impact Literacy Instruction Guide (EDU 235), and dual-modality text readers that highlight each word as it is spoken (SPED 309 Session 3).



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	In clinical practice, candidates administer the CORE Phonics Survey with their own students, design and teach Tier 2 intervention lessons from the results (EDU 235 Assessment 6), teach Tier 1 lessons with UDL supports, and audit their Integrated Text Sets for access, determining whether the set offers a way in through the modes their students use (EDU 237 Session 14). Field Supervisors observe candidates using the literacy lens of the Field Supervisor Observation Tool, including the MMSN look-fors for IEP accommodations, assistive technology, and intensive intervention delivered as explicit, systematic, cumulative, and multimodal structured literacy.
7g. Integrated and Designated English Language Development Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, 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 English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and	Candidates learn to build on students' cultural and linguistic assets, including their home languages, via assets-oriented and needs-responsive instruction under EL Roadmap Principle 1 (EDU 352 Session 6). Candidates learn that comprehensive ELD includes both integrated and designated ELD, that both are part of Tier 1 instruction, and that the two build into and from one another (EDU 352: Session 3). Candidates learn that designated ELD is taught in connection with, rather than isolated from, content areas and topics, in both English-medium and dual-language settings. Candidates also learn how to design intellectually rich and standards-based curriculum for multilingual learners. Candidates learn to provide integrated ELD via EDU 352: Assessment 3, in which English learners use and understand English to access academic content, and via Calderón's vocabulary modifications (EDU 237: Session 2); cognate awareness (EDU 237: Session 4); visual story grammar maps with explicit language objectives (EDU 237: Session 7); translanguaging in discussion and writing, including how a



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across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem¹² to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.* Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction,	student's home language and AAC system work together (EDU 237: Session 10); and culturally responsive read-alouds (EDU 236: Session 1, Assessment 1). Candidates learn to use the ELA/literacy standards and ELD standards in tandem via the ELD standards and proficiency levels (EDU 352: Session 3), and plan science and history-social science lessons with language scaffolds at two ELD proficiency levels in the Anchor Phenomenon Lesson Sequence Plan (EDU 315: Assessment 4). In the Culminating ELD Lesson Plan (EDU 352: Assessment 6), candidates must design a lesson that is appropriate for their students' literacy profiles, levels of English proficiency, and prior educational experiences. Additionally, the lesson plan is assessed on how candidates develop their students' English with purpose and meaning. Candidates also learn to design instruction responsive to students' literacy profiles, English language proficiency levels, and prior educational experiences through the Student Journey Map (EDU 352: Assessment 4), in which candidates analyze a multilingual learner's educational history, language development trajectory, English learner typology, and sociocultural context, then design an evidence-based instructional plan aligned to the Essential Principles for supporting diverse EL typologies. Furthermore, candidates learn to design instruction appropriate to students' literacy profiles, English proficiency levels, and prior educational experiences via ELPAC interpretation (EDU 352: Session 2); EL typologies and planning for newcomers, long-term English learners, and interrupted schooling (EDU 352: Session 4); and developing

¹² See [California Code of Regulations, Title 5, Section 11300\(a, c\)](#).



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building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with disabilities receive comprehensive ELD instruction.	students' abilities to use English purposefully and understand how English works (EDU 237: Session 5 and Session 10). To ensure that candidates have experiences with recently reclassified English learners, candidates engage in an ELPAC Data Analysis Reflection Protocol in which they gather summative ELPAC data for their local school site and organize it by performance levels, grade-level bands, and primary language groups. Then, based on the patterns they observe, they select instructional strategies they would prioritize at their school site to support their unique English learner population. Candidates learn to provide designated ELD as a protected part of the regular day, tailored to students' proficiency on the ELD continuum and using the ELD Standards as the focus of instruction connected to topics of study (EDU 352: Session 3, Session 4, Session 5, and Session 6). Candidates learn the importance of coordinating with classroom teachers and other specialists so that English learners with disabilities receive comprehensive ELD via supporting dually identified English learners (EDU 352: Session 5). In this session, candidates learn that dually identified students are entitled to both designated and integrated ELD and disability-related supports through the IEP, that ELD is Tier 1 core instruction that special education services cannot replace, and that schools develop a collaborative framework for identifying and serving English learners with disabilities (EL Roadmap Principle 1, Element 1E). Candidates also complete the Accessibility Resources Analysis



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	for Dually Identified Multilingual Learners (EDU 352: Assessment 5). In clinical practice, as teachers of record in Fresno County, where nearly one in five PK-12 students is classified as an English learner, MMSN candidates will most likely serve English learners with disabilities who need integrated and designated ELD support daily. Therefore, they will utilize the Integrated ELD Lesson Plan and Culminating ELD lessons with their own students (EDU 352: Assessments 3, 6) and share these lessons with their Field Supervisor and course instructor. Additionally, when the Field Supervisor conducts candidate observations, they will utilize the observation tool, which includes look-fors on funds of knowledge (TPE 1) and academic-language development (TPE 1).
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	The three-course literacy sequence (EDU 235: Reading Foundations, EDU 236: Reading Fluency, and EDU 237: Reading Comprehension & Writing), together with EDU 352: Advanced Supporting Multilingual Learners and EDU 315: History Social Science & NGSS Science Methods, teaches MMSN candidates all elements of the Literacy TPEs (7.1–7.11). Each course syllabus maps every session's TPEs in an Introduced, Practiced, and Assessed table. EDU 237 Session 1 explicitly connects the three-course literacy sequence to the literacy performance assessment, naming the five themes the assessment draws on and where each is taught.

¹³ See [Preliminary Education Specialist Credential Program Standards](#), Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.



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improve and/or develop their practice to meet the learning needs of their students.	MMSN candidates complete the Education Specialist California Teaching Performance Assessment (EdSp CalTPA), whose Literacy Cycle, Assessment-Driven Literacy Instruction for Students with IEPs, requires candidates to assess, plan, teach, and reflect on literacy instruction for students with IEPs. The program provides repeated practice in this assessment-driven cycle: candidates administer and interpret the CORE Phonics Survey with their own students (EDU 235 Session 8) and design Tier 2 intervention lessons from the results (EDU 235 Assessment 6); administer the MASI-R and plan instructional next steps from the data (EDU 236 Assessment 3); administer an assessment to a student on their caseload and reflect on its validity and accessibility (SPED 225 Assessment 5); and write standards-aligned IEP goals from present levels (SPED 211 Session 4). Candidates apply their understanding of the Literacy TPEs through several course assessments, and every major literacy assessment in the sequence is carried out in the candidate's own classroom with their own students. In EDU 235, candidates teach the Tier 1 whole-group phonics lesson and Tier 2 small-group lessons and administer the CORE Phonics Survey. In EDU 236, candidates teach and video record a culturally responsive read-aloud and administer the MASI-R with two of their own students. In EDU 237, candidates submit the vocabulary lesson and video, comprehension lesson and video, writing lesson and video, and the Capstone Integrated Text Set. In EDU 352, candidates teach the Integrated ELD Lesson Plan and Culminating ELD lesson. Each literacy course also requires early field experience hours in formal observation and lesson planning.



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	The EDU 237 assessments also give candidates repeated practice aligned to the performance assessment, scored with TPE-aligned rubrics. After each lesson video, candidates debrief with peers: vocabulary lesson video debriefs (Session 6), comprehension lesson video debriefs (Session 9), and writing lesson video peer debriefs (Session 14). The course closes with Integrated Text Set presentations (Session 15). Candidates present to pathway-mixed groups, including AAC-accessible sets built by MMSN candidates, and give and receive rubric-anchored peer review, which serves as public evidence of Literacy TPEs 7.6–7.9. Additionally, literacy instruction is guided and supervised through the program's field supervision protocols. MMSN candidates receive twelve formal observations per year, as described in the Field Supervision Handbook and the field supervision course syllabi, and receive ongoing feedback on their literacy instruction throughout the two-year internship. Course instructors assess recorded lessons submitted as course assignments, while Field Supervisors provide formative feedback grounded in their in-person classroom observations. Field Supervisors use the Field Supervisor Observation Tool for all literacy lessons, including the MMSN look-fors for IEP accommodations, assistive technology and AAC, communication access, and intensive intervention. At the conclusion of each year of the internship, candidates reflect on their literacy instruction using the Practice and Growth Reflection Tool and develop actionable next steps and goals.