



Checklist for Supporting Multiple and Single Subject Teacher Candidates with TPE 7 and the California Dyslexia Guidelines

At least one observation of your teacher candidate must be a literacy lesson based on the ELA and Literacy Standards in **TPE 7**. If your student is in a content-area placement, this lesson must be a content area literacy lesson. Use this checklist as you review your teacher candidate's lesson plan(s) and alongside your classroom observation(s) and debrief session(s)

The program must ensure that candidates can apply what they have learned about the CA [English Language Arts \(ELA\) and Literacy Standards](#), [English Language Development \(ELD\) Standards](#), SBE-Adopted [English Language Arts/English Language Development \(ELA/ELD\) Framework](#), and [Dyslexia Guidelines](#) throughout the program in Clinical Practice. These prompts are meant to guide coaching between you and your TC and can take place over multiple debriefing and coaching sessions.

Date(s) of observed literacy lesson(s) related to TPE 7:

Content area(s) covered during literacy lesson(s):

Date(s) of coaching debrief(s):

Lesson Plan Analysis - Date(s) Completed:

☐	Review lesson plan(s) to ensure they include evidence-based literacy instruction and/or integrated content and literacy instruction using the themes of the CA ELA/ELD frameworks: ☐ Foundational Skills -Developing student skills in print concepts, including letters of the alphabet, phonological awareness, including phonemic awareness, spelling and word recognition, decoding and encoding, morphological awareness, fluency, and comprehension. ☐ Meaning Making - Building on prior knowledge using complex texts, questioning, and discussion to develop literal and inferential comprehension including reasoning, perspective taking, critical reading, writing, listening, and speaking across disciplines. ☐ Language Development - Promoting oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understanding. Create environments that foster oral and written language development including discipline-specific academic language. Engaging students in the creation of diverse print, oral, digital, and multimedia texts. Leverage students L1 and encourage translanguaging. ☐ Effective Expression - Developing expression as students write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing
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	for varied purposes, audiences, and contexts. Teach students to provide feedback to peers, revise their own writing and oral presentations in various genres using feedback. Develop keyboard, technology and multimedia use. Develop fluency in spelling and handwriting, including letter formation/printing , capitalization, and punctuation, in conjunction with applicable decoding skills. ☐ Content Knowledge - Promoting students' content knowledge by engaging in literacy instruction in content areas. Teach students to navigate increasingly complex texts. Promote digital literacy and safe digital citizenship.
☐	Review lesson plan(s) to ensure they incorporate strategies grounded in an understanding of UDL, MTSS, CA Dyslexia Guidelines to support students' academic language development and English language development, including students with or at risk of dyslexia.
☐	Review lesson plan(s) for asset-based pedagogies, inclusive approaches and culturally and linguistically affirming and sustaining practices during literacy instruction that promote student multilingual language development.
☐	Review lesson plans for use of assistive technology to maximize student access and participation, including English Learners, multilingual learners and students with dyslexia.
☐	Review lesson plan(s) for appropriate differentiated instruction and accommodations to support the range of students' literacy development and integrated content and literacy development, including English Learners, multilingual learners and students with dyslexia.

Classroom Observation(s) - Date(s) Completed:

☐	Note the use of evidence-based instructional strategies and accommodations to support Foundational Skills, Meaning Making, Language Development, Effective Expression and Content Knowledge in your collaborative observation report.
☐	Note how the teacher candidate provides active, motivating, engaging, age and skill appropriate literacy instruction for the class. Do they ☐ Consider students' assets and needs? ☐ Consider family engagement, social/emotional learning, trauma-informed practices? ☐ Monitor student progress, adjust and differentiate instruction as needed?
☐	Note how the teacher candidate interacts with and supports the range of language learners including: English Learners, multilingual learners and students with or suspected of having dyslexia. Do they ☐ Use asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices? ☐ Value and leverage students' existing languages and dialects, including translanguaging to promote effective expression in languages other than English? ☐ Provide appropriate adaptations and accommodations for these students? ☐ Monitor student progress, adjust and differentiate instruction as needed?
☐	Gather feedback from the CT on the effectiveness of the teacher candidate's instructional approaches and accommodations for: ☐ Supporting Foundational Skills, Meaning Making, Language Development, Effective Expression and Content Knowledge

	☐ Supporting the range of language learners including: English Learners, multilingual learners and students with or suspected of having dyslexia
☐	Gather feedback from the CT on the following: ☐ how they and the TC collaborate with special education teachers, general education teachers and related service providers to support the range of students including English Learners, multilingual lingual learners and students with or at risk of dyslexia. ☐ Other helpful resources for developing understanding and supporting the range of students.

Literacy and Dyslexia Coaching Debrief(s)- Date(s) Completed:

During at least one lesson debrief, discuss these questions with your candidate. You will want to have a copy of the California Dyslexia Guidelines and TPE 7 elements available to reference as you talk.	
☐	What diagnostic/screening tools have you used to assess student literacy development and inform your instruction for ☐ English Learners? ☐ multilingual learners? ☐ Students with or at risk of dyslexia? Note: if no experience screening for dyslexia, follow up with the following: ☐ How would you identify students who may have dyslexia? ☐ How does your school site screen students for dyslexia? (Elementary) ☐ What does your placement site do if a student is suspected of having dyslexia? (Middle, High School)
☐	What evidence-based strategies do you use to support ☐ Foundational Skills? ☐ Meaning Making? ☐ Language Development? ☐ Effective Expression? ☐ Content Knowledge? Share strategies for the range of language learners in the class including students with or at risk for dyslexia.
☐	Please share how you use each of the following to promote literacy development for your class. ☐ Students' assets including culturally and linguistically affirming and sustaining practices ☐ Student needs ☐ Inclusive approaches ☐ How do you engage families/care providers? ☐ How do you use social/emotional learning and Trauma-informed practices
☐	How do you differentiate curriculum and instruction to support the range of language learners including English Learners, multilingual learners and students with or suspected of having dyslexia?

☐	How do you and your CT collaborate with special education teachers (or general education teachers) and related service providers to support the range of language learners in your classroom including students with or at risk of dyslexia?
☐	How do you assess students' literacy development using formative assessment practices and ongoing progress monitoring to inform your instruction?

Feedback and Goal Setting - Date Completed:

☐	Provide specific feedback on the teacher candidate's strengths and areas for growth in relation to TPE 7.
☐	Collaboratively set goals for improvement, focusing on areas such as:
☐	1. If they are not able to answer the coaching questions, set a goal to have them seek out the answers to the questions by consulting their cooperating teacher and seeking out these experiences at their school site if they are not available in their placement classroom.
☐	2. Implementing evidence-based strategies more consistently for the range of language learners including students with dyslexia.
☐	3. Adapting curriculum and instruction effectively
☐	4. Collaborating effectively with colleagues.

Ongoing Support

Offer ongoing support, guidance, and resources as needed.
Encourage the teacher candidate to reflect on their practice and seek feedback from colleagues.
Celebrate their successes and provide encouragement as they continue to develop their skills.

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