

APPENDIX B

SB 488 CERTIFICATION SUBMISSION REQUIREMENTS LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

UPDATED PURSUANT TO PSA 24-08

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

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

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

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

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

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

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

1.1. Institution Name

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

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

1.4. Credential program type addressed in this document. (i.e., Preliminary Multiple

Subject, Education Specialist: Mild Moderate Support Needs).

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

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

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

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

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

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

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

Submission Requirements for Part 2

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

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

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

Pathway (<i>Examples</i>)	List of all required courses where the primary focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Multiple Subject Student Teaching Traditional Program	EDUC X424 Integrated Humanities & Global Literacy	EDUC X301 Foundations of Education EDUC X302 Teaching Practicum EDUC X303 Clinical Practice I EDUC X305 Clinical Practice 3 EDUC X311 Diverse Students – Inclusive Instruction EDUC X401 Learning, Cognition, and Instruction EDUC X426 Integrated Humanities and Visual Literacy
Multiple Subject Intern Pathway	EDUC X424 Integrated Humanities & Global Literacy	EDUC X301 Foundations of Education EDUC X302 Teaching Practicum EDUC X303 Clinical Practice I EDUC X305 Clinical Practice 3 EDUC X311 Diverse Students – Inclusive Instruction EDUC X401 Learning, Cognition, and Instruction

		EDUC X426 Integrated Humanities and Visual Literacy
Multiple Subject plus Bilingual Authorization Concurrent pathway	EDUC X424 Integrated Humanities & Global Literacy	EDUC X301 Foundations of Education EDUC X302 Teaching Practicum EDUC X303 Clinical Practice I EDUC X305 Clinical Practice 3 EDUC X311 Diverse Students – Inclusive Instruction EDUC X401 Learning, Cognition, and Instruction EDUC X426 Integrated Humanities and Visual Literacy
UCTK Residency PK-3 Credential	EDUC X424 Integrated Humanities & Global Literacy	EDUC X301 Foundations of Education EDUC X302 Teaching Practicum EDUC X303 Clinical Practice I EDUC X305 Clinical Practice 3 EDUC X311 Diverse Students – Inclusive Instruction EDUC X401 Learning, Cognition, and Instruction EDUC X426 Integrated Humanities and Visual

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

Pathway (Examples)	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Multiple Subject Student Teaching Traditional Program	A literacy alignment committee was formed, consisting of faculty, program coordinators, and PK-12 partners.- Course syllabi were reviewed against SB 488, new TPEs, and dyslexia guidelines.- Adjustments were approved through the office of the Director and Dean.	Dr. Marianna Harris, Director; Dr. Clarence McFadden, Assistant Director Dr. Lizbeth Marquez, ELD Coordinator, Instructor Diana Saucedo Nunez, CalTPA Coordinator; Instructor Laura Hendrickson, Literacy Coordinator, Instructor Dr. Charles Pirtle, Instructor
Multiple Subject Intern Pathway	same as above	same as above
UCTK Residency PK-3 Credential	same as above	same as above

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

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

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

Faculty meetings were held from July to November 2024 to introduce SB 488 and its accompanying resources. These resources were integrated into all course materials to ensure alignment with the new standards. Program coordinators reviewed the expectations placed on the department, identifying the primary courses for delivering instruction aligned with the latest guidelines and those serving in supportive roles. Additionally, individual instructors met with the Literacy Coordinator to discuss their courses' specific requirements and adjustments.

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

As per above, the literacy coordinator meets with each instructor to provide 1:1 support in incorporating the standards into the current semester.

Looking ahead, the following plans are being developed:

Faculty Development and Training

1. *Comprehensive Training Sessions:*

Faculty will participate in regular professional development sessions focused on SB 488, the updated TPEs, and the California Dyslexia Guidelines. These sessions will cover the evidence base behind the new standards and the research on structured literacy and reading science.

2. *Access to Resources:*

Faculty will receive curated resources, including legislative summaries of SB 488, the California Dyslexia Guidelines, and foundational supports such as the UC/CSU Collaborative, The Reading League, National Reading Panel report, and related research on the Science of Reading.

3. *Collaboration with Experts:*

Literacy experts and practitioners will be invited to present workshops, providing faculty with

insights into evidence-based instructional strategies aligned with the standards and TPEs.

4. Continuous Learning Opportunities:

Faculty are encouraged to engage in ongoing professional learning through webinars, conferences, and collaborations with organizations like the International Dyslexia Association or the California Reading Association.

Program Alignment and Curriculum Review

1. Syllabus Audits:

Faculty teaching literacy courses will work with program leaders to audit syllabi for alignment with SB 488 requirements and the updated TPEs, ensuring instructional coherence across pathways.

2. Shared Frameworks:

The faculty will utilize program-developed frameworks that outline the essential components of SB 488 and the standards. These frameworks are integrated into course design and instruction.

Evidence-Based Understanding

1. Embedded Evidence:

Coursework emphasizes how the requirements reflect current research on literacy instruction, including effective phonics instruction, phonemic awareness, vocabulary development, fluency, and comprehension strategies.

2. Assessment Literacy:

Faculty are trained in evidence-based assessment practices that align with SB 488's focus on early identification and intervention for students with reading challenges, including dyslexia.

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

The program is committed to ensuring that mentor/cooperating teachers and PK-12 partners are informed and supported as they incorporate the new requirements of SB 488, the updated literacy instruction program standards, TPEs, and performance assessment expectations. The following steps have been implemented or are planned:

Communication and Awareness

1. Initial Announcements and Notifications:

- **Email Campaigns:** Targeted communications sent to district partners, school administrators, and mentor/cooperating teachers outlining the key components of SB 488, the new standards, and TPEs.
- **Newsletters:** Regular program newsletters feature updates on SB 488 requirements, structured literacy, and dyslexia-related guidelines.

2. **Virtual and In-Person Information Sessions:**

- **Kickoff Meetings:** Hosted meetings for district liaisons and mentor teachers to introduce the requirements and answer initial questions.
- **Webinars:** Flexible, recorded sessions explaining how the changes impact classroom support for teacher candidates, with a focus on performance assessment alignment.

Handbook Updates and Distribution

1. **Updated Mentor/Cooperating Teacher Handbooks:**

- Handbooks include detailed sections on SB 488, the new TPEs, and specific expectations for structured literacy practices.
- Glossaries and quick-reference guides help clarify terms like “structured literacy,” “science of reading,” and “California Dyslexia Guidelines.”

2. **Program Alignment Documents:**

Mentor/cooperating teachers receive alignment charts linking program requirements to teaching practices, ensuring clarity on what teacher candidates need to demonstrate in the field.

Professional Development for Mentor/Cooperating Teachers

1. **Workshops and Training:**

- **Interactive PD Sessions:** Mentor/cooperating teachers are invited to attend sessions on SB 488-aligned strategies, such as systematic phonics instruction, early literacy interventions, and supporting diverse learners.
- **Modeling Best Practices:** Faculty model literacy strategies during professional development sessions, enabling mentors to replicate these approaches with teacher candidates.

2. **Structured Literacy Toolkit:**

A toolkit, co-developed by the program and literacy experts, will be provided to mentor teachers. It includes resources, lesson templates, and diagnostic tools aligned with the updated TPEs.

Collaboration and Feedback Loops

1. Advisory Committee Engagement:

- *The program has expanded its advisory committee to include mentor teachers and district partners, ensuring they have a voice in program revisions and implementation.*
- *Regular feedback sessions allow PK-12 partners to share challenges and successes with integrating the new standards.*

2. Monthly Check-Ins with Partner Districts:

Designated liaisons meet with district administrators and mentor teachers to address ongoing questions and provide targeted support.

Performance Assessment Preparation

1. Targeted Support for TPAs:

- *Mentors receive guides on how to support teacher candidates in preparing for literacy-focused performance tasks.*
- *Training on providing actionable feedback aligned with the performance assessment rubrics.*

2. Case Study Examples:

The program will share anonymized exemplars of successful teaching practices that meet SB 488 and TPE requirements to help mentor teachers envision high-quality implementation.

These actions will ensure that all PK-12 partners are well-prepared to guide teacher candidates in meeting the expectations of SB 488, the new literacy standards, and associated performance assessments.

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

In revising UC Merced's Teacher Preparation Program (TPP) courses to align with the new standards and Teacher Performance Expectations (TPEs), we intentionally incorporated the expertise of individuals specializing in literacy instruction for multilingual and English learner (EL) students. Our process included the following key components:

1. Faculty and Expert Collaboration – *We engaged faculty members with expertise in bilingual education, English language development (ELD), and literacy instruction for multilingual learners. This included our BLA coordinator and our faculty, who focus on incorporating ELD standards throughout the courses. Their input ensured that coursework and clinical practice reflected research-based strategies for EL student success. For*

example, the California ELD standards are a required resource throughout our courses. The ELL Teachers' Toolbox, Ferlazzo, Katie, John Wiley & Sons, 2018 is a required text for our Clinical Practice candidates in their first semester. Reflections on these strategies are part of the weekly assessment requirements.

- 2024-2025 TPP UC Merced Literacy Team for implementation of SB 488
- 2024-2025 UC Merced Teacher Practitioner Advisory Board Members

2. Curriculum Alignment with EL Literacy Standards – *Experts helped review and revise syllabi to ensure that coursework explicitly incorporated instructional strategies for EL students, including integrated and designated ELD, academic language development, and scaffolding techniques.*

3. Clinical Practice Enhancements – *We strengthened clinical practice requirements by embedding structured observations, required texts, and lesson planning emphasizing evidence-based EL literacy instruction. This will ensure that cooperating teachers and supervisors with EL expertise provide targeted feedback to teacher candidates.*

4. Professional Learning and Faculty Development – *The program facilitated faculty discussions and training sessions focused on the Science of Reading, multilingual literacy instruction, and California's updated literacy guidelines, ensuring that all coursework revisions were informed by current research and best practices.*

5. Stakeholder Input and Continuous Improvement – *As we enter this school year, we will seek feedback from local district partners, mentor teachers, and program graduates with experience in multilingual classrooms to refine our approach. Their insights will contribute to adjustments in both coursework content and clinical practice expectations. Information regarding the updated Literacy standards was shared with the TPAB in January 2025 and they will be updated on this topic again in Fall 2025. The unit holds a monthly Outcomes and Continuous Improvement meeting. The charge is: Brings together the program leaders to strategize at the Unit level. Discuss CTC Standards, and how the unit is addressing those standards. Review and respond to CTC PSD News. Conduct student outcomes data review, set goals and targets, and engage in continuous improvement responses at the program and unit levels.*

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

Specific links to all the TPEs and Standards have already been linked in Appendix C for the following courses; Appendix C link is provided as well:

[Appendix C Literacy Instruction Certification](#)

[EDUC X301 Foundations of Education](#)

[EDUC X302 Teaching Practicum](#)

[EDUC X303 Clinical Practice I](#)

[EDUC X305 Clinical Practice 3](#)

[EDUC X311 Diverse Students – Inclusive Instruction](#)

[EDUC X401 Learning, Cognition, and Instruction](#)

[EDUC X424 Integrated Humanities & Global Literacy](#)

[EDUC X426 Integrated Humanities and Visual Literacy](#)

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

Below is the language from Education Code Section 44259 (b)(4)(A)(i) and (B).

44259 (b)(4)(A)(i) contains the following requirements:

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

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

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

Submission Requirements for Part 3

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

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

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

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

*The program ensures that candidates are well-prepared to teach foundational literacy skills, as outlined in **Standard 7a** and **TPE 7.5**, through targeted coursework emphasizing evidence-based instructional strategies. Below is a concise summary of how these requirements are addressed, with embedded links to course syllabi.*

*The primary course focusing on teaching foundational skills is **EDUC X424: Integrated Humanities & Global Literacy**. Candidates develop a deep understanding of structured literacy practices and the science of reading, learning to design and implement lessons that address phonemic awareness, phonics, fluency, vocabulary, and comprehension.*

***Clinical Practice courses (EDUC X303 and EDUC X305)** provide candidates with rubrics for incorporating these foundational skills into their student teaching units. Candidates are assessed on their ability to plan, deliver, and reflect on literacy instruction aligned with Standard 7a.*

***EDUC X302: Teaching Practicum** offers hands-on experiences where candidates apply these strategies in real classroom settings, receiving feedback and support to refine their instructional techniques.*

***EDUC X401: Learning, Cognition, and Instruction** provides additional introductions, as well as opportunities to practice and to be assessed in these practices.*

*An introduction to these concepts, along with an overview of all components of Standard 7, is provided in **EDUC X301: Foundations of Education**. This foundational course ensures that candidates have the necessary background knowledge to build upon in subsequent classes.*

Preparation to Teach Foundational Skills

*The coursework integrates the components of **structured literacy** and the **science of reading** to prepare candidates for teaching foundational literacy skills effectively. The following key areas are covered:*

1. **Phonological and Phonemic Awareness**

Candidates learn how to assess and teach phonological and phonemic awareness through explicit, systematic instruction. Candidates practice designing lesson plans using multisensory techniques to develop these skills in diverse learners, including multilingual students.

2. **Phonics and Word Recognition**

Modules on decoding strategies and phonics instruction are included, ensuring candidates can deliver systematic and explicit phonics lessons. Instruction focuses on helping students understand sound-letter relationships and patterns, supporting early reading success.

3. Fluency

Strategies for building reading fluency, such as repeated reading and scaffolding techniques, are embedded in the coursework listed above. Candidates practice using assessments like running records to measure fluency and adjust instruction accordingly.

4. Vocabulary Development

Coursework highlights techniques for teaching vocabulary, including the use of context clues, morphology (roots and affixes), and word-learning strategies. Candidates design lessons to support vocabulary acquisition for both native English speakers and English learners.

5. Reading Comprehension

Candidates are trained to scaffold comprehension instruction using graphic organizers, text-dependent questioning, and strategies like summarizing and predicting. Throughout the coursework, candidates also explore culturally relevant texts to engage learners.

Alignment with TPE 7.5

*To meet the requirements of **TPE 7.5**, the program ensures that candidates can:*

- *Teach literacy foundational skills aligned with the California Dyslexia Guidelines.*
- *Utilize assessment data to guide instruction and intervention.*
- *Differentiate instruction for diverse learners, including multilingual students and those with specific learning needs.*

Each course syllabus provides clear objectives, assignments, and instructional resources that explicitly address foundational literacy skills and their application in classroom settings.

Assessment of Knowledge and Skills

Candidates demonstrate mastery through:

- **Lesson Planning Assignments:** *Developing standards-aligned lesson plans focused on foundational skills.*
- **Clinical Practice:** *Implementing these lessons in supervised settings with feedback from mentor teachers.*
- **Performance Assessments:** *Completing literacy-focused tasks that require candidates to integrate foundational skills instruction into their teaching.*

This comprehensive approach ensures candidates are fully equipped to deliver effective foundational literacy instruction, meeting the requirements of Standard 7a and TPE 7.5.

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

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

- [MOU between UC Merced and Districts](#)
- UC Merced and its partner school districts will collaboratively ensure teacher candidates are well-prepared in literacy instruction. Candidates will be trained in evidence-based practices, including foundational reading skills, comprehension, language development, and strategies for English learners and students with disabilities. They will learn to use literacy assessments and apply the California Dyslexia Guidelines in planning and instruction. Through coursework and clinical practice, candidates will gain hands-on experience teaching literacy, receive continuous feedback, and prepare for the new Literacy Instruction Performance Assessment (LPA), ensuring they can deliver inclusive and effective reading instruction to all students.

3.3b. Candidate Information – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

- [EDUCX 303 Syllabus](#) (pg.6-7)
- [EDUCX 305 Syllabus](#) (pg.7)
- [CPP Orientation](#) (pg.14)
- [Information Session #1](#) (pg.13)
- [CPP TPE Roadmap](#) (pg.5)

The Clinical Practice TPE Roadmap provides a comprehensive overview of all California Teacher Performance Expectations (TPEs), indicating where each

is addressed within the program—whether through clinical observations, coursework, or both. This tool ensures alignment between candidate experiences and the full scope of the TPEs, supporting coherent preparation and assessment across the program.

- [CPP Handbook \(pg.17\)](#))

3.3c. **Candidate Clinical Practice Opportunities* – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

- [Record of TPEs](#)

Teacher candidates use this document to systematically track their engagement with all California Teacher Performance Expectations (TPEs) throughout both clinical practice courses. Completion is expected by the conclusion of EDUC X305, prior to submission for the preliminary credential. Verification of TPE engagement is provided through signatures from qualified personnel, including UC mentors, UCM Teacher Preparation Program instructors, and cooperating teachers. All verification entries are date-stamped and aligned with formal observations or structured reflective conversations. Digital signatures are accepted to ensure accessibility and efficiency in documentation.

- [TPE Continuum Plan \(Self-Assessment\)](#)

At the end of EDUC X303, candidates self-assess their proficiency on all TPEs using a 3-point scale. They identify one strength and one area for growth, with reflections and evidence. The area for growth becomes a development goal for EDUC X305, supporting targeted progress and preparation for credentialing.

- [Observation Protocol \(Observation 5 X303\)](#)

All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate, formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth.

- [Observation Protocol \(Observation 10 X305\)](#)

All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate,

formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

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

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

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

Submission Requirements for Part 4

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

4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).

Appendix C Literacy Instruction Certification

4.2. *Clinical Practice: Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:

4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

- **MOU between UC Merced and Districts** - UC Merced and its partner school districts will collaboratively ensure teacher candidates are well-prepared in literacy instruction. Candidates will be trained in evidence-based practices, including foundational reading skills, comprehension, language development, and strategies for English learners and students with disabilities. They will learn to use literacy assessments and apply the

California Dyslexia Guidelines in planning and instruction. Through coursework and clinical practice, candidates will gain hands-on experience teaching literacy, receive continuous feedback, and prepare for the new Literacy Instruction Performance Assessment (LPA), ensuring they can deliver inclusive and effective reading instruction to all students.

- **Second Review Feedback Update:** UC Merced, in collaboration with its partner school districts and cooperating teachers, will ensure that teacher candidates are thoroughly prepared in literacy instruction. Candidates will be trained in evidence-based practices, including foundational reading skills, comprehension, language development, and strategies to support English learners and students with disabilities. They will learn to utilize literacy assessments and integrate the California Dyslexia Guidelines into instructional planning. Through a combination of coursework and clinical practice, supported by cooperating teachers, candidates will gain hands-on experience teaching literacy, receive ongoing feedback, and prepare for the new Literacy Instruction Performance Assessment (LPA), equipping them to provide inclusive and effective reading instruction for all students.. The following are ways cooperating teacher receive this necessary information to support candidates:

- **Third Review Feedback Update:**

- Cooperating Teacher Orientation- The CT Orientation is held at the beginning of the Fall/Spring semester. Cooperating Teachers are communicated the following requirements related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program (Slides 12 and 13):
 - Candidates must be placed in settings that allow for instruction in integrated oral and written language, supporting TPEs 7.6–7.8.
 - The expectation that Cooperating Teacher provide candidates opportunities to plan and teach lessons involving academic discourse, oral presentations, and integrated literacy instruction.
 - Candidates must demonstrate teaching competencies related to academic language and literacy across disciplines, as described in TPEs 7.6–7.8.
- Introductory emails are sent to cooperating teachers as the initial point of contact from our program.
- Follow-up emails are sent during the mid-point of the semester and at the end of the semester.
- TPE and IDP Meetings are held and cooperating teachers are invited to participate to share information about the teacher candidate progress (schedule is attached)
- Clinical Practice Handbook. The cooperating teacher are provided with the clinical practice handbook to have information about policies and procedure.
- Roles and Responsibility Guidelines The cooperating teacher, teacher

candidates, and UC Mentors are provided with their specific roles and responsibility.

- [TPE Placemat with updated TPE 7](#): CT's are provided with the TPE Placemat with the updated TPE 7
- Cooperating Teachers are provided with the UC/CSU Collaborative on Neurodiversity:
 - [Introduction to Dyslexia](#)
 - [Dyslexia and the Brain](#)
 - [Screening & Assessment for Dyslexia](#)
 - [Early Childhood and Dyslexia](#)
 - [Multilingual/English Learners and Dyslexia](#)

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

- [EDUCX 303 Syllabus](#)
- [EDUCX 305 Syllabus](#)
- [Observation Template 6](#)
- [Observation Template 9](#)
- [Observation Template 11](#)
- [CPP Orientation](#)
- [Information Session #1](#) (pg.13)
- [CPP TPE Roadmap](#) (pg.5)
- [CPP Handbook](#)

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

- [Record of TPEs](#)

All verification entries are date-stamped and aligned with formal observations or structured reflective conversations. Digital signatures are accepted to ensure accessibility and efficiency in documentation. Teacher candidates use this document to systematically track their engagement with all California Teacher Performance Expectations (TPEs) throughout both clinical practice courses. Completion is expected by the conclusion of EDUC X305, prior to submission for the preliminary credential. Verification of TPE engagement is provided through signatures from qualified personnel,

including UC mentors, UCM Teacher Preparation Program instructors, and cooperating teachers.

- TPE Continuum Plan (Self-Assessment) UC Mentor

At the end of EDUC X303, candidates self-assess their proficiency on all TPEs using a 3-point scale. They identify one strength and one area for growth, with reflections and evidence. The area for growth becomes a development goal for EDUC X305, supporting targeted progress and preparation for credentialing

- Individual Development Plan (IDP)

At the end of EDUC X305: Clinical Practice 3, candidates complete a self-assessment of all California TPEs using a 3-point scale. They identify one TPE subcomponent as a strength and one as an area for growth, providing evidence for each. This reflective summary informs induction goals and supports a smooth transition into professional practice.

- Observation Protocol (Observation 5 X303)

All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate, formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth

Please see links for observations addressing TPEs 7.6, 7.7

- Observation Protocol (Observation 10 X305)

All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate, formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth

Please see links for observations addressing TPEs 7.6, 7.7

- Clinical Practice TPE Roadmap -

The Clinical Practice TPE Roadmap provides a comprehensive overview of all California Teacher Performance Expectations (TPEs), indicating where each is addressed within the program—whether through clinical observations, coursework, or both. This tool ensures alignment between candidate experiences and the full scope of the TPEs, supporting coherent preparation and assessment across the program.

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

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

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

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

(iv) Early intervention techniques.

Submission Requirements for Part 5

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

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

Appendix C Literacy Instruction Certification

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

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

Clinical practice opportunities for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques are woven into both semesters of the program. Clinical practice settings ensure

candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques.

- [MOU between UC Merced and Districts](#) - UC Merced and its partner school districts will collaboratively ensure teacher candidates are well-prepared in literacy instruction. Candidates will be trained in evidence-based practices, including foundational reading skills, comprehension, language development, and strategies for English learners and students with disabilities. They will learn to use literacy assessments and apply the California Dyslexia Guidelines in planning and instruction. Through coursework and clinical practice, candidates will gain hands-on experience teaching literacy, receive continuous feedback, and prepare for the new Literacy Instruction Performance Assessment (LPA), ensuring they can deliver inclusive and effective reading instruction to all students.

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

Lesson plans encompass all TPEs, including TPE 7, and UC mentors provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7.

- [EDUCX 303 Syllabus](#)
- [EDUCX 305 Syllabus](#)
- [EDUC X424 Syllabus](#)
- [CPP Orientation](#)
- [Information Session #1](#) (pg.13)
- [CPP TPE Roadmap](#) (pg.5)
- [CPP Handbook](#)
-

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

Screening and Diagnostic Tool Assignment

As part of their coursework, candidates engage in a screening and diagnostic tool assignment to deepen their understanding of how foundational reading skills are assessed and used to inform instruction. Using a linked phonics survey (teacher and student copy provided), candidates observe and analyze how schools identify students in need of early intervention. The survey includes assessment of

alphabet knowledge (letter names and sounds) and decoding skills, including short vowels, blends, digraphs, long vowels, vowel teams, r-controlled vowels, variant vowels, silent letters, and multisyllabic word reading. Candidates will select students to practice taking the assessment, score the assessment, interpret results, and recommend targeted instructional strategies based on the student's phonics profile. This assignment supports candidates in applying the California Dyslexia Guidelines and Literacy TPE 7 by emphasizing early identification and structured literacy practices.

Phonics Survey Progress Monitoring Teacher- Candidates will utilize screener as part of their clinical practice experience.

Phonics Survey Progress Monitoring Student- Candidates will utilize screener as part of their clinical practice experience.

- Record of TPEs-Teacher candidates use this document to systematically track their engagement with all California Teacher Performance Expectations (TPEs) throughout both clinical practice courses. This will allow them to observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques by tracking TPEs.
- TPE Continuum Plan (Self-Assessment) - At the end of EDUC X303, candidates self-assess their proficiency on all TPEs using a 3-point scale. They identify one strength and one area for growth, with reflections and evidence. The area for growth becomes a development goal for EDUC X305, supporting targeted progress and preparation for credentialing
- Observation Protocol (Observation 6 X303) - All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate, formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth
- Observation Protocol (Observation 9 and 11 X305)- All California Teacher Performance Expectations (TPEs) are addressed during observations. Supervisors use structured rubrics to provide immediate, formative feedback and document specific evidence of TPEs demonstrated during each observation. Observation notes are used to guide reflective conversations and inform ongoing, individualized feedback to support candidate growth
- Clinical Practice TPE Roadmap -

The Clinical Practice TPE Roadmap provides a comprehensive overview of all California Teacher Performance Expectations (TPEs), indicating where each is addressed within the program—whether through clinical observations, coursework, or both. This tool ensures alignment between candidate experiences and the full scope of the TPEs, supporting coherent preparation and assessment across the program.

- [Conversation Guide#1 -](#)

This guide reflects, evidence-based conversations between school leaders (or mentors) and teachers using the California Teacher Performance Expectations (TPEs) as a framework for professional growth, feedback, and performance evaluation.

- [Conversation Guide#2 -](#)

This guide reflects, evidence-based conversations between school leaders (or mentors) and teachers using the California Teacher Performance Expectations (TPEs) as a framework for professional growth, feedback, and performance evaluation.

5.3 Incorporation of California Dyslexia Guidelines

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

In EDUC X424, all candidates will engage in an in-depth study of the **California Dyslexia Guidelines**, analyzing and reflecting on each chapter through structured discussions. This process ensures that candidates comprehensively understand dyslexia, including its characteristics, assessment, and instructional strategies.

To further support learning, candidates will explore dyslexia through **videos from the UC/CSU Collaborative for Neurodiversity and Learning**, applying insights to case studies and real-world scenarios. These multimedia resources enhance candidates' ability to recognize dyslexia and implement research-based interventions.

Additionally, the program integrates **hands-on experiences** with screening and diagnosis. Candidates will engage in coursework activities introducing dyslexia screening tools and best practices for early identification. Opportunities for **practical application** are embedded within Clinical Practice, where candidates will observe, implement, and reflect on screening and intervention strategies under faculty and mentor teacher guidance.

By weaving the **California Dyslexia Guidelines** throughout the coursework and fieldwork, the program ensures that all candidates are prepared to support students with dyslexia

through evidence-based instruction, assessment, and intervention

Integration of California Dyslexia Guidelines and TPE 7

The program ensures that all candidates have structured opportunities to observe, learn, and apply strategies aligned with the California Dyslexia Guidelines, as outlined in TPE 7. While we recognize that not every candidate will encounter a student formally diagnosed with dyslexia during clinical placements, we take intentional steps to embed this critical content into both coursework and fieldwork experiences.

Through EDUC X424: *Integrated Humanities and Visual Literacy*, and EDUC X303/X305: *Clinical Practice I & III*, candidates receive explicit instruction in evidence-based practices for identifying and supporting students with characteristics of dyslexia. This includes modeling and guided practice with strategies such as structured literacy, multisensory phonics instruction, and scaffolding for decoding and fluency, in alignment with the California Dyslexia Guidelines.

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

EDUC X424 is the Lesson plans and observation forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Candidates submit weekly activities that align with the TPEs, including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will focus on this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward.

- [EDUC 424 Syllabus](#)
- [EDUC X301 Foundations of Education](#)
- **Integration of California Dyslexia Guidelines and TPE 7**

The program ensures that all candidates have structured opportunities to observe, learn, and apply strategies aligned with the California Dyslexia Guidelines, as outlined in TPE 7. While we recognize that not every candidate will encounter a student formally diagnosed with dyslexia during clinical placements, we take intentional steps to embed this critical content into both coursework and fieldwork experiences.

Through EDUC X424: *Integrated Humanities and Visual Literacy*, and EDUC X303/X305: *Clinical Practice I & III*, candidates receive explicit instruction in evidence-based practices for identifying and supporting students with

characteristics of dyslexia. This includes modeling and guided practice with strategies such as structured literacy, multisensory phonics instruction, and scaffolding for decoding and fluency, in alignment with the California Dyslexia Guidelines.

**5.3c. Clinical Practice*

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

Candidates in EDUC X424 will engage in an in-depth study of the **California Dyslexia Guidelines**, analyzing and reflecting on each chapter through discussion. They will also explore dyslexia through videos from the [UC/CSU Collaborative for Neurodiversity and Learning](#), applying insights to real-world examples. Additionally, the course will provide opportunities for hands-on experience with **screening and diagnosis**, both within the coursework and through **Clinical Practice requirements**.

To bridge the potential gap in direct clinical exposure, candidates engage in:

- **Case study simulations** involving students with dyslexia, using student data and profiles modeled after real scenarios.
- **Video-based observation** and analysis of dyslexia screening, intervention, and instructional practices in classroom settings.
- **Lesson planning assignments** that require the integration of dyslexia-informed strategies, followed by feedback from instructors and/or mentor teachers.
 - [Observation Protocol \(Observation 6 X303\)](#)
 - [Observation Protocol \(Observation 9 and 11 X305\)](#)
- **Observation protocols and reflection tools** used during clinical placements that prompt candidates to identify and document literacy practices that align with dyslexia guidelines, whether the observed student is diagnosed with dyslexia.
- Clinical supervisors and cooperating teachers are oriented to the program's expectations for TPE 7 and dyslexia-related instruction, so they can support candidates in identifying and reflecting on relevant instructional practices.
- Candidates must read and study the Dyslexia Guidelines as part of their coursework and study the modules on dyslexia on the [UC/CSU Collaborative for Neurodiversity and Learning's](#) website. This helps ensure that future teachers understand:
 - What dyslexia is
 - How to recognize signs of dyslexia in students
 - Effective teaching strategies for students with dyslexia
- [Conversation Guide#1](#) -

This guide reflects, evidence-based conversations between school leaders (or mentors) and student teachers using the California Teacher Performance Expectations (TPEs) as a

framework for professional growth, feedback, and performance evaluation.

- Conversation Guide#2 -

This guide reflects, evidence-based conversations between school leaders (or mentors) and student teachers using the California Teacher Performance Expectations (TPEs) as a framework for professional growth, feedback, and performance evaluation.

- Record of TPEs - All verification entries are date-stamped and aligned with formal observations or structured reflective conversations. Digital signatures are accepted to ensure accessibility and efficiency in documentation. Teacher candidates use this document to systematically track their engagement with all California Teacher Performance Expectations (TPEs) throughout both clinical practice courses. Completion is expected by the conclusion of EDUC X305, prior to submission for the preliminary credential. Verification of TPE engagement is provided through signatures from qualified personnel, including UC mentors, UCM Teacher Preparation Program instructors, and cooperating teachers
- TPE Continuum Plan (Self-Assessment) - At the end of EDUC X303, candidates self-assess their proficiency on all TPEs using a 3-point scale. They identify one strength and one area for growth, with reflections and evidence. The area for growth becomes a development goal for EDUC X305, supporting targeted progress and preparation for credentialing

Additionally, provide all of the following evidence:

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

- MOU between UC Merced and Districts
- UC Merced and its partner school districts will collaboratively ensure teacher candidates are well-prepared in literacy instruction. Candidates will be trained in evidence-based practices, including foundational reading skills, comprehension, language development, and strategies for English learners and students with disabilities. They will learn to use literacy assessments and apply the California Dyslexia Guidelines in planning and instruction. Through coursework and clinical practice, candidates will gain hands-on experience teaching literacy, receive continuous feedback, and prepare for the new Literacy Instruction Performance Assessment (LPA), ensuring they can deliver inclusive and effective reading instruction to all students.

5.3e. *Candidate Information* – Direct link(s) to location(s) in candidate

handbooks or other candidate material that explains the program expectations around the *California Dyslexia Guidelines*.

Integration of California Dyslexia Guidelines and TPE 7

The program ensures that all candidates have structured opportunities to observe, learn, and apply strategies aligned with the California Dyslexia Guidelines, as outlined in TPE 7.2 While we recognize that not every candidate will encounter a student formally diagnosed with dyslexia during clinical placements, we take intentional steps to embed this critical content into both coursework and fieldwork experiences.

Through EDUC X424: *Integrated Humanities and Visual Literacy*, and EDUC X303/X305: *Clinical Practice I & III*, candidates receive explicit instruction in evidence-based practices for identifying and supporting students with characteristics of dyslexia. This includes modeling and guided practice with strategies such as structured literacy, multisensory phonics instruction, and scaffolding for decoding and fluency, in alignment with the California Dyslexia Guidelines.

- [EDUCX 303 Syllabus](#)
- [EDUCX 305 Syllabus](#)
- [CPP Orientation](#)
- [Information Session #1](#)
- [CPP TPE Roadmap](#)
- [CPP Handbook](#)

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

Candidates in EDUC X424 will engage in an in-depth study of the **California Dyslexia Guidelines**, analyzing and reflecting on each chapter through discussion. They will also explore dyslexia through videos from the [UC/CSU Collaborative for Neurodiversity and Learning](#), applying insights to real-world examples. Additionally, the course will provide opportunities for hands-on experience with **screening and diagnosis**, both within the coursework and through **Clinical Practice requirements**.

To bridge the potential gap in direct clinical exposure, candidates engage in:

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- **Lesson planning assignments** that require the integration of dyslexia-informed strategies, followed by feedback from instructors and/or mentor teachers.
 - [Observation Protocol \(Observation 6 X303\)](#)
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- **Observation protocols and reflection tools** used during clinical placements that prompt candidates to identify and document literacy practices that align with dyslexia guidelines, whether the observed student is diagnosed with dyslexia.
- Clinical supervisors and cooperating teachers are oriented to the program's expectations for TPE 7 and dyslexia-related instruction, so they can support candidates in identifying and reflecting on relevant instructional practices.
- Candidates must read and study the Dyslexia Guidelines as part of their coursework and study the modules on dyslexia on the **UC/CSU Collaborative for Neurodiversity and Learning's** website. This helps ensure that future teachers understand:
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engagement is provided through signatures from qualified personnel, including UC mentors, UCM Teacher Preparation Program instructors, and cooperating teachers

- TPE Continuum Plan (Self-Assessment) - At the end of EDUC X303, candidates self-assess their proficiency on all TPEs using a 3-point scale. They identify one strength and one area for growth, with reflections and evidence. The area for growth becomes a development goal for EDUC X305, supporting targeted progress and preparation for credentialing
-