

All TPE elements should be considered, and any that require additional support must be clearly documented.	4	3	2	1	Which TPE element(s) need additional support?
<p>7.2:</p> <ul style="list-style-type: none"> (a) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; (b) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); (c) Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). 					
<p>7.5: Foundational Skills</p> <p>Develop students’ skills in the following:</p> <ul style="list-style-type: none"> (a) print concepts, including letters of the alphabet (b) phonological awareness, including phonemic awareness (c) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences (d) decoding and encoding, including morphological awareness (e) text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) (f) instruction that is structured and organized as well as direct, systematic, and explicit (g) connected, decodable text (h) Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax (i) Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. 					
<p>7.6: Meaning Making</p> <ul style="list-style-type: none"> (a) Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. (b) Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. 					

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<p>7.7 Language Development</p> <ul style="list-style-type: none"> (a) Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. (b) Create environments that foster students’ oral and written language development, including discipline-specific academic language. (c.) Enhance language development by engaging students in the creation of diverse print, oral, digital and multimedia texts. (d) Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. 					
<p>7.8 Effective Expression</p> <ul style="list-style-type: none"> (a) Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. (b) Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. (c) Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. (d) Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. 					
<p>7.10</p> <ul style="list-style-type: none"> (a) Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. (b) Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. (c) Understand how to appropriately assess and interpret results for English learner students. (d) If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 					

Benchmark: Final Evaluation	Met the Benchmark for the semester:
"Developing" (avg. 2) = EDSP 534A/542A "Demonstrated" (avg. 3) = EDSP 534B/542B/539/549	<input type="checkbox"/> Yes <input type="checkbox"/> No

*** Overall Evaluation Feedback**

Midterm Evaluation *(Please complete **only** for **Full-Time** clinical practice)*

Identify three (3) specific TPEs for further development by the Teacher Candidate during the remainder of the semester:

- 1.
- 2.
- 3.

Final Evaluation *(Please complete for **both** Full-Time & Methods clinical practices)*

Please write a summary of the Teacher Candidate's development during this semester.