

Note to Reviewers: Adjustments and revisions made based on feedback from the most recent round of reviews are highlighted in green.

Table 4.1 Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.
Preliminary Education Specialist Program

Instructions: In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
7.6/U7.6 Meaning Making. 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.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified readings related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified readings related to	EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept ENG/EDUC 475 Candidates view the video, "Supporting children's oral language development in a language rich environment." https://www.youtube.com/watch?v=...	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (engagement with complex texts & meaning making) Clinical Practice Observation-Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate

	introducing topic ENG/EDUC 475 Candidates read about primary language development, the role of oral language in supporting meaning making, and how to create a language rich environment that supports oral language development. Candidates view the video, “Supporting children’s oral language development in a language rich environment.” https://www.youtube.com/watch?v=XJpKkKq2kik The video includes classroom examples demonstrating a language rich environment. ENG/EDUC 475 Language in Social Context Candidates read CA ELA/ELD Framework, Chapter 2, pp. 69-78 on meaning-making, text complexity, strategies for supporting comprehension of complex text.	be.com/watch?v=XJpKkKq2kik Candidates complete a video viewing guide, including: How do teachers support background knowledge in the video? How do teachers create a language rich environment in the video? What components of oral language were explicitly developed in the video? Reflection: How can you create a language rich environment at your target grade levels or subject areas?	proficiency in each aspect of the concept in an observation throughout the semester.
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	Candidates read selected texts on strategies for supporting the development of academic language across content areas.		
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.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic ENG/EDUC 475 Language in Social Context Candidates are walked through a model close reading lesson plan, in which students engage in a “3-read” of a section of Anzaldua’s <i>Borderlands</i>, noticing the impact of emotional language in the text.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept ENG/EDUC 475 Language in Social Context Candidates analyze a model close reading lesson, in which the teacher engages student in a “3-read” of a section of Anzaldua’s <i>Borderlands</i>, noticing the impact of emotional language in the text. They are guided to write a	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (close reading, analysis, and critical thinking) Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.

		language objective for this lesson.	
7.7/U.7.7 Language Development. 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.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic ENG/EDUC 475 Language in Social Context ENG/EDUC 475 Language in Social Context ENG/EDUC 475 Language in Social Context Candidates read selected texts on strategies for supporting the development of academic language across content areas, focusing on strategies for	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised assignment description to more comprehensively incorporate oral and written language development. EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised assignment to include quiz questions more specifically related to oral and written language development ENG/EDUC 475 Language in Social Context Candidates read and analyze a 4th grade science text ("Chaparral Ecosystems"); Candidates identify features of vocabulary in the text that may be challenging for emergent bilingual students (Tier 1, Tier 2, Tier 3). Students perform a vocabulary profile	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (oral and written language development) ENG/ EDUC 475 Language in Social Context Application assignments require candidates to demonstrate knowledge of how to design instruction that attends to learners English Language Development, by attending to specific language features and resources to be supported through i. Language Objectives; ii. Formative Assessment; iii. Instructional supports at Tier I and Tier II; iv. Instructional design that fosters language use and language development. The language objective

	fostering academic conversations (Zwiers and Crawford).	analysis on the text, comparing it to their initial findings. They use the vocabulary profiler found here: https://www.eapfoundation.com/vocabulary/profiler/ Candidates also identify grammatical and discourse features of academic language found in this text, for which emergent bilingual students may need explicit support. Candidates view a video demonstrating how to integrate vocabulary instruction for effective expression through explicit, systematic instruction: ▶ Integrated E... Candidates are guided to observe in this demonstration video what features of language are made explicit, and reflect on how this supports students' effective expression.	component of this assignment requires candidates to identify specific features of vocabulary, syntax, grammar, and/or discourse-level features of oral or written language to be supported in the lesson through an in-class vignette analysis and guided preparation for this exercise. Students work is evaluated on the basis of providing specific language features that match the needs of the students for this lesson. Clinical Practice Observation-Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.
Create environments that foster students' oral and written language development, including discipline-specific academic language.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic	EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language

	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic ENG/EDUC 475 Candidates read about primary language development, the role of oral language in supporting meaning making, and how to create a language rich environment that supports oral language development. Candidates view the video, "Supporting children's oral language development in a language rich environment." https://www.youtube.com/watch?v=XJpKkKq2kik ENG/EDUC 475 Language in Social Context Candidates read Zwiers and Crawford (2015). <i>Academic Conversations</i>, chapters on supporting academic language development in	practicing concept EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept SPED 586: Initial Student Teaching: Education Specialist ENG/EDUC 475 Language in Social Context Candidates analyze their group's chosen ELD Vignette (from CA ELA/ELD Framework): How is academic language supported in your vignette? Are academic conversations or academic discussions used to support academic language? If so, describe how the teacher designed instruction to foster students' oral and/or written language development? If not, how could the teacher use these strategies to foster	Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (oral and written language development) SPED 586: Initial Student Teaching: Education Specialist Clinical Practice Observation-Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.
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	the content areas through Academic Conversations.	students' oral and/or written language development?	
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Added readings from Reading Rockets on digital literacy and from Colorin Colorado on multimedia text ENG/EDUC 475 Language in Social Context Candidates view the video Designated ELD (Grade 2 Social Science Designated and Integrated ELD): https://youtu.be/hTLSE3giyEE This video demonstrates how the teacher deploys a range of diverse oral, print and multimedia texts, and students engage in discussion and text production, as they learn about complex subject matter. ENG/EDUC 475	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised assignment to address teaching students to create digital and multimedia texts. EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised assignment to include quiz questions related to teaching students to create diverse print, oral, digital and multimedia texts	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (use of multimedia technology, and genre-specific skills) Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.

	Language in Social Context Candidates read about academic language, discourse and registers in the ELD Standards, pp. 151-153, and in Chapter 2 of the CA ELA/ ELD Framework. Class lecture focuses on how oral and written communication varies by identity, situation, purpose, or context, resulting in specific language choices (features), and discourse structures.		
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguageing.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic ENG/EDUC 475 Language in Social Context Candidates read Chapter One of Garcia & Kleifgen's text, <i>Educating Emergent Bilinguals</i>, which argues for honoring the rich, multilingual linguistic	EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept EDUC 538: K-12 Literacy: Multicultural and Multilingual Adjusted assignment related to practicing concept	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (language equity and translanguageing) Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each

	repertoire that multilingual learners bring to the classroom. ENG/EDUC 475 Language in Social Context Candidates read Wright, <i>Foundations for Teaching English Learners</i>, Chapter 3 which outlines theories of multilingual language development. Class lecture emphasizes Ofelia Garcia's theory of translanguaging. Candidates view a video on providing cross-language support: Video: Cross-Language Support https://www.youtube.com/watch?v=TpPa7MzC4O0		aspect of the concept in an observation throughout the semester.
7.8/U7.8 Effective Expression. 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.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to	EDUC 538: K-12 Literacy: Multicultural and Multilingual For Mini Practicum 7, clarified the assignment to require both a formal discussion (e.g., philosophical chairs, socratic seminar, concentric circles) and informal collaborative	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (effective oral and written language) Clinical Practice Observation-

	introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic ENG/ EDUC 475 Language in Social Context In this module, candidates are introduced to academic conversations and strategies for supporting learners' oral academic language development through rich discussion and collaborative activities (Zwiers & Crawford) ENG/ EDUC 475 Language in Social Context In this class meeting, candidates explore how to support learners' effective use of written academic genres, reading Ramos' article on applying a genre-based, systemic functional linguistic approach to teaching the argument genre.	discussions/ conversations (e.g., turn and talk, classroom mingle, talking piece) utilizing the following resources with guidance on strategies: Cult of Pedagogy Big List of Classroom Discussion Strategies and Edutopia 9 Strategies for Getting More Students to Talk or Five Discussion Strategies to Deepen Student Engagement. Students are also required to write a report and reflect on instruction related to this element. EDUC 538: K-12 Literacy: Multicultural and Multilingual For Formative Assessment #3, clarified how students will answer multiple choice questions addressing key knowledge/skills related to the element and provided additional detail about the requirements of	Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.
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		the essay question related to the element.	
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.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Added Reading Rockets reading that addresses opinion/argumentation, information, and narration in writing and reading from Edutopia that addresses providing and receiving peer feedback and reading from Edutopia on oral presentations, and a reading from Edutopia on meaningful feedback EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading	EDUC 538: K-12 Literacy: Multicultural and Multilingual For Mini-Practicum 7, clarified that candidates are expected to (a) analyze student writing and presentation samples (across various modes/genres and stages of the process) and (b) plan, teach, and reflect on a lesson (and classmates' lessons) that must incorporate all aspects of the element, utilizing self-regulated strategy development strategies from ThinkSRSD and a presentation framework from Edutopia EDUC 538: K-12 Literacy: Multicultural and Multilingual For Formative Assessment #3, clarified how students will answer multiple choice questions addressing key knowledge/skills	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (effective oral and written language) Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.

	related to introducing topic	related to the element and provided additional detail about the requirements of the essay question related to the element.	
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified reading related to introducing topic	EDUC 538: K-12 Literacy: Multicultural and Multilingual For Mini-Practicum 7. clarified that candidates are expected to (a) analyze observation notes regarding student writing/presentation skills/fluency and (b) plan, teach, and reflect on a lesson (and classmates' lessons) that must incorporate all aspects of the element, utilizing resources like Typing Club, Canva for Education, or Writing Wizard EDUC 538: K-12 Literacy: Multicultural and Multilingual For Formative Assessment #3, clarified how students will answer multiple choice questions addressing key	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 4: Meaning Making, Language Development, and Effective Expression to more explicitly address this element, including criteria for evaluating in a rubric (keyboarding, language conventions, and presentation fluency) Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.

		knowledge/skills related to the element and provided additional detail about the requirements of the essay question related to the element.	
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	EDUC 538: K-12 Literacy: Multicultural and Multilingual Added assigned lessons related to capitalization and punctuation from Writing A-Z: Conventions: Skill Building Lessons that Teach Basic writing Conventions and Reading Universe Handwriting and Letter Formation Skill Explainer EDUC 538: K-12 Literacy: Multicultural and Multilingual Clarified lecture related to introducing topic	EDUC 538: K-12 Literacy: Multicultural and Multilingual In Mini Practicum 3, clarified how candidates will (a) evaluate student assessment data related to the element and (b) plan, teach, and reflect on lesson and classmates' lessons related to element incorporating strategies from Sentence Instruction: Shawn Datchuk and Writing A-Z: Conventions: Skill Building Lessons that Teach Basic writing Conventions EDUC 538: K-12 Literacy: Multicultural and Multilingual For Formative Assessment #2, clarified how candidates will answer multiple	EDUC 538: K-12 Literacy: Multicultural and Multilingual Revised Signature Assignment Practicum 2: Foundational Skills Instruction Part A to clearly incorporate and assess ability to plan, teach, and reflect on teaching letter formation/printing and related language conventions, included rubric with specific criteria for this element Clinical Practice Observation- Meaning Making & Effective Expression Added clearer guidelines for assessing this concept (broken down into specific components) in the observation tool. Candidates must demonstrate proficiency in each aspect of the concept in an observation throughout the semester.

		choice questions addressing key knowledge/skills related to the element and provided additional detail about the requirements of the essay question related to the element.	