

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

3.3 Clinical Practice Opportunities to Practice Teaching Foundational Skills Preliminary Education Specialist Program

***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 are teaching 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 includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

The following protocols were taken to appropriately communicate with districts regarding clinical practice settings:

- Sent a [Letter to Districts, Principals and Teachers](#) in Multiple Subject Credential Programs. District personnel and principals must confirm that their sites, classrooms, and the site-based supervisors meet the requirements for prospective student teaching placements. This information will be included in future MOUs (Student Teaching Agreements)
- Monthly supervisor meetings will communicate as needed and necessary any continued modification and alignment to the TPE 7 requirements for clinical experiences, specifically related to 7.6, 7.7, and 7.8.
 - For example, in the absence of updated observation forms at the department level, we instructed supervisors to make specific note of 7.6, 7.7, and 7.8 within the notes section TPE 3: Understanding and Organizing Subject Matter for Student Learning since this standard can serve as a broad umbrella for the subject matter specific to literacy instruction such as 7.6-7.8.

- All site-based supervisors (Residency Mentor Teachers and Cooperating Teachers) are expected to complete an [online learning module](#) with information about clinical practice in our preliminary credential programs. A new section with information about the implementation of SB488 was added, including the new literacy standards, the California Dyslexia Guidelines, and links to additional learning resources.
- Site-based supervisors are invited to additional professional learning opportunities which delve into the implications of the Literacy Standards

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.

Candidates are provided with a [Field Experience Handbook](#) at the time of their orientation to the program. This handbook outlines the [TPE's](#), as well as the new [Literacy Standards, clinical experience requirements, performance assessment requirements](#).

Within the syllabi for [EDUC 538: K-12 Literacy](#) students are introduced to the new literacy standards, TPEs, and performance assessment required of them to earn their credential. These items are included in this particular course since the content of this course most closely aligns with the new standards found in TPE 7.5.

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.

- All site-based supervisors (Residency Mentor Teachers and Cooperating Teachers) are expected to complete an [online learning module](#) with information about clinical practice in our preliminary credential programs. A new section with information about the implementation of SB488 was added, including the new literacy standards, the California Dyslexia Guidelines, and links to additional learning resources.
- Mentor Teachers serving as site supervisors in the Teacher Residency Program are expected to attend multiple professional learning days throughout the academic year. The second fall session in November 2025 will introduce them to the new literacy standards and the California Dyslexia Guidelines, and provide guidance on coaching their residents to meet these standards within their clinical placements. All other university supervisors and site-based supervisors (cooperating teachers) were invited to participate in a supplemental professional

learning opportunity in early Spring 2025, providing them with professional development, guidance, and tools for providing literacy instructional practice and feedback to our candidates.

- University supervisors and Residency Mentor Teachers will be provided with guidance and [observational tools](#) that facilitate opportunities for candidates to practice and receive feedback on TPE 7- teaching foundational literacy skills- within their clinical field sites. Lastly, the literacy standards have been incorporated into our [observational rubrics](#). In addition to including TPE 7 on our formal observation rubric, the program has developed two specific observation rubrics pertaining to effective literacy instruction. In the Fall, one of student teachers' formal observations will focus on their teaching of foundational literacy skills, using this [Foundational Literacy Observation Rubric](#); in the spring, one of student teachers' formal observations will focus on their teaching of meaning making and effective expression, using this [Literacy \(Meaning Making and Effective Expression\) Observation Rubric](#).
- In this year of transition and professional development, field placement opportunities are supplemented by clinical practice made available within methods courses for candidates to engage with foundational skills TPE 7 Standards most likely to be a challenge within field placements (i.e. those placed in upper grades for field placements, absence of multilingual and/or dyslexic students, etc). For example, in **EDUC 538: K-12 Literacy-Multicultural and Multilingual**, candidates are provided a practicum experience within their credential literacy methods courses, in which they engage in a series of [mini-practica](#) to deepen practice of literacy skills.
 - Mini Practicum 1: Concepts of Print and Letter Recognition
 - Mini Practicum 2: Phonological and Phonemic Awareness
 - Mini Practicum 3: Phonics, Spelling, Letter Formation, and Word Recognition Instruction with Decodable Text
 - Mini Practicum 4: Decoding and Encoding, Including Morphological Awareness, with Decodable Text and Language Conventions
 - Mini Practicum 5: Fluency, Including Accuracy, Prosody, and Rate
 - Mini Practicum 6: Vocabulary Instruction, with Discussion to Support Language Development
 - Mini Practicum 7: Inferential and Literal Comprehension with Connected (Literary and Informational) Complex Text

Then, in their [signature assignment](#), candidates are required to apply the content presented in the course in their teaching placement sites to refine their understanding of the concepts, skills and tools involved in literacy assessment and instruction. Each signature assignment practicum requires students to analyze a variety of literacy skills (e.g. phonemic awareness, phonics (encoding/decoding), spelling/orthography, multisyllabic word reading/morphology, fluency, vocabulary, comprehension, and written expression) to plan, teach/record, and reflect on instruction with diverse K-12 students who are English learners and students with IEPs (if possible). Students must embed explicit/systematic instruction, cultural responsiveness, and universal design for learning, and formative and summative assessment in each lesson. Students can

work with their instructor to modify the assignment depending on the availability of students with disabilities and English learners in their student teaching placement.

- Signature Assignment 1: Assets and Learning Needs
- Signature Assignment 2: One-On-One Concepts of Print, Phonemic Awareness, and Phonics Instruction
- Signature Assignment 3: Small Group Decoding, Encoding, and Fluency Instruction
- Signature Assignment 4: Whole Class Teaching To Support Meaning Making, Language Development, and Written Expression