



California Dyslexia Guidelines Coaching Tool
Supporting Multiple and Single Subject Teacher Candidates

At least one observation of your teacher candidate must be a literacy lesson based on the standards in [TPE 7](#). If your student is in a content-area placement, this lesson must be a content area literacy lesson.

The program must ensure that candidates can apply what they have learned about dyslexia throughout the program in Clinical Practice. These prompts are meant to guide coaching between you and your TC and can take place over multiple debriefing and coaching sessions.

Date of observed literacy lesson related to TPE 7:

Content area covered during literacy lesson:

Date of coaching debrief:

Lesson Plan Analysis - Date Completed:

☐	Review lesson plans to ensure they incorporate strategies to support students with dyslexia.
☐	What assistive technology did the TC plan for during the lesson that would support students with dyslexia?
☐	Evaluate the candidate's understanding of differentiated instruction and accommodations for students with dyslexia.

Classroom Observations - Date Completed:

☐	Observe the teacher candidate's interactions with students suspected of having dyslexia or who have been identified as dyslexic. Do they provide appropriate adaptations and accommodations for these students?
☐	Note the use of evidence-based instructional strategies and accommodations in your collaborative observation report.
☐	Assess the candidate's ability to identify and address potential challenges through a discussion of differentiation that occurred during the lesson.
☐	Gather feedback from the CT on the effectiveness of the teacher candidate's instructional approaches for students with dyslexia.

During at least one lesson debrief, discuss these questions with your candidate. You will want to have a copy of the [California Dyslexia Guidelines](#) available to reference as you talk.

Coaching Questions - Date Completed:

☐	How would you identify students who may have dyslexia?
☐	How does your school site screen students for dyslexia? (Elementary)

☐	What does your placement site do if a student is suspected of having dyslexia? (Middle, High School)
☐	Have you had the opportunity to screen any students?
☐	What evidence-based strategies are you using to support students with dyslexia?
☐	How are you adapting your curriculum and instructional approaches to meet their needs?
☐	How can you best support the social-emotional needs of students with dyslexia in your classroom?
☐	How do you and your CT collaborate with special education teachers (or general education teachers) and related service providers to support students with dyslexia?
☐	What resources have you found helpful in developing your understanding of dyslexia?

Feedback and Goal Setting - Date Completed:

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

Ongoing Support

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

Notes

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