FRESNO STATE
Kremen School of Education and Human Development

Dear Deaf Education Mentor Teachers,

I hope that your academic year is off to a good start and you are enjoying working with your Teacher Education candidate. I can't stress enough how important your support is to their development, and we are so grateful to you for guiding their growth this semester.

As you may have heard, in response to SB 488, passed in October 2021, the California Commission on Teacher Credentialing developed Teaching Performance Expectation 7, which is focused on developing candidates' knowledge of literacy instruction. The Fresno State Multiple Subject, Education Specialist, and Deaf Education Teacher Education Programs have made revisions to course syllabi and clinical practice evaluations in response, and we are implementing these changes this semester. Please note that, in addition to learning this content in their courses, candidates are expected to practice what they have learned in their clinical placements.

I have provided more specific details below, but in summary, TPE 7 requires that candidates have opportunities to learn to develop their students' foundational literacy skills (7.5), meaning making abilities (7.6), language development (7.7), and ability to express themselves (7.8). To support them in supporting their English Learners, candidates learn about and utilize strategies outlined in the CA ELA/ELD Framework to support them in implementing the CA ELD Standards (7.11). Candidates are also expected to learn to use formative assessment practices and engage in ongoing progress monitoring and diagnostic techniques that inform their instructional decision making (7.10).

TPE 7.2 requires that candidates have opportunities in their clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. We understand that not every class has students in their placement who have been diagnosed with Dyslexia, and so we ask for your support in helping to provide opportunities for candidates to apply these strategies.

Finally, you may have also heard that SB 488 included the requirement that a new Literacy Performance Assessment be developed to replace the RICA. After June 30, 2025, the RICA will no longer be offered to candidates. But we are excited to announce that Fresno State received approval from the Commission on Teacher Credentialing to pilot an updated version of the FAST (Deaf Education students will take the CalTPA Literacy Performance Assessment and will participate in the Math Field Test in Fall 2024). Beginning in Fall 2025, we anticipate that all candidates will take this updated CalTPA LPA and Math.

I do realize that this email contains a lot of information. We will be providing additional information about the program updates and the specifics of TPE 7 at our Mentor Teacher Conference, scheduled for **November 2, 2024.** We hope you will join us there. (Please register here.) In the meantime, if you have any questions, please do not hesitate to reach out.

Again, we appreciate all that you do for our candidates.

Sincerely,

Juliet Wahleithner

TPE 7 requires candidates to be prepared to:

- **Plan and Implement Evidence-Based Literacy Instruction (TPE 7.2)** (and integrated content and literacy instruction) that is grounded in
    - an understanding of Universal Design for Learning
    - an understanding of 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)
    - 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)
        - as part of their development, candidates will be expected to read portions of and become familiar with the *California Dyslexia Guidelines*
- **Develop Students' Foundational Skills (TPE 7.5)**, including:
    - print concepts, including letters of the alphabet;
    - phonological awareness, including phonemic awareness
    - phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
    - decoding and encoding, including morphological awareness
    - text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
    - providing instruction that is structured and organized as well as direct, systematic, and explicit
    - using connected, decodable text
    - providing instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax
    - 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.
- **Support students' Meaning Making (TPE 7.6)** by engaging students in
    - 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
    - reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research
- **Support students' Language Development (TPE 7.7)** by
    - promoting 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
    - creating environments that foster students' oral and written language development, including discipline-specific academic language
    - enhancing language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts

    - conducting instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- **Develop Students' Effective Expression (TPE 7.8)** by
    - developing 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
    - teaching 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.
    - developing students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
    - teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills
- **Monitor Students' Progress in Literacy Development (7.10)** by
    - using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making
    - understanding 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
    - understanding how to appropriately assess and interpret results for English learner students
    - when appropriate, collaborating 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

California Teaching Performance Expectations (Full document)