

**Initial Program Review:**  
**Preliminary Education Specialist Credential:**  
**Early Childhood Special Education (ECSE) Credential**  
**Program Standard 7 and TPE 7: Effective Literacy Instruction for Students with Disabilities Feedback**

|                                    |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Institution</b>                 | Mills College at Northeastern University<br>This institution is in Stage IV of the Initial Institutional Approval process.                                                                                                                                                                                      |
| <b>Submission Link</b>             | <a href="#">Mills C. @ N.U. Prelim EdSp: Early Childhood Special Education Program Standard 7 Response</a><br><a href="#">Mills C. @ N.U. Prelim EdSp: Early Childhood Special Education Literacy TPE 7 Course Matrix</a><br><br>If it is helpful, you may also view the <a href="#">full TPE course matrix</a> |
| <b>Date of Initial Review</b>      | July 2023                                                                                                                                                                                                                                                                                                       |
| <b>Dates of Subsequent Reviews</b> | <a href="#">July 25, 2023 – All Aligned</a>                                                                                                                                                                                                                                                                     |

**Reviewer Instructions:**

- You will be providing feedback for ESCE Program Standard 7 and Teaching Performance Expectations Domain 7.
- Please reference the program standard and the TPE in the [DHH, VI, and ECSE Credentials Literacy Standard and TPE handbook](#). The ECSE Literacy Program Standard begins on page 34 and the Literacy TPEs on page 45.
- If the element of the standard/TPE Domain **is aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row. Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the element of the standard/TPE Domain **is not aligned**, please provide specific feedback, and identify the specific element that is not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

**Institution Instructions:**

- Amend the original submission in an easily identifiable manner either **bold**, **highlighting** and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- Provide the **direct link** to the updated submission in the *Link(s) to Institution’s Response* row for each standard that the reviewers identified as needing more information. The link must take the reviewers to the **exact location** of the amended

evidence on the IPR proposal website. For example, if the response to feedback was updated in Element 7a, then provide a link to Element 7a in the *Link(s) to Institution's Response* row.

- Any accompanying narrative addressing the feedback should be noted on the amended evidence– not on this feedback form.
- If an element is aligned, no additional information or link is necessary.

**General Comment:**

- Reviewers found that the evidence linked in the matrix connects to the TPEs but at times were looking for a bit more detailed explanations rather than assignment titles.

## **Part 1: Program Standard 7 for Preliminary Education Specialist: Early Childhood Special Education Credential**

### ***Program Standard 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten***

| <b>Reviewers' Feedback &amp; Institution's Response</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Aligned</b>          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p><b>Reviewers' First Review:</b> Reviewers could not find evidence of how the program emphasizes the relationships among the five themes, including the importance of the foundational skills to the children's learning across all themes and how progress in the other themes also supports progress in the foundational skills.</p> <p>Additional evidence of UDL is needed to support this standard "grounded in UDL and asses-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the TPEs to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining and responsive to children's age, grade, and prior literacy development."</p> <p>Additional evidence is needed to show how candidates learn "the value of guided self-assessment and goal setting for children's independence, motivation, and learning."</p> | More Information Needed |
| <p><b>Link(s) to Institution's Response to First Review:</b></p> <p>All updates are reflected in <b>a green highlight</b>. We have also attached an annotated response form pertaining to each revised Program Precondition:</p> <ul style="list-style-type: none"> <li>• <a href="#">Stage IV: ECSE Program Standard 7</a></li> <li>• <a href="#">Annotated Response</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |
| <b>Reviewers' Second Review:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes                     |

### ***7a) Foundational Skills***

| <b>Reviewers' Feedback &amp; Institution's Response</b> | <b>Aligned</b> |
|---------------------------------------------------------|----------------|
| <b>Reviewers' First Review:</b> Met.                    | Yes            |

7b) Meaning Making

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| <b>Reviewers' First Review:</b> Met.         | Yes     |

7c) Language Development

| Reviewers' Feedback & Institution's Response                                                                                                                                                                                                                                                                                                                                                                         | Aligned                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Reviewers' First Review:</b> Additional evidence is needed to show how “candidates learn to facilitate communication for children who use basic <b>functional signs, eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies;</b> they also learn to provide opportunities for experimental and hands-on learning that support language development.” | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b>                                                                                                                                                                                                                                                                                                                                                            |                         |
| <b>Reviewers' Second Review:</b>                                                                                                                                                                                                                                                                                                                                                                                     | Yes                     |

7d) Effective Expression

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| <b>Reviewers' First Review:</b> Met.         | Yes     |

7e) Content Knowledge

| Reviewers' Feedback & Institution's Response                                                     | Aligned                 |
|--------------------------------------------------------------------------------------------------|-------------------------|
| <b>Reviewers' First Review:</b> Reviewers do not see evidence where co-teaching models are used. | More Information Needed |

| Reviewers' Feedback & Institution's Response       | Aligned |
|----------------------------------------------------|---------|
| Link(s) to Institution's Response to First Review: |         |
| Reviewers' Second Review:                          | Yes     |

*7f) Literacy Instruction for Students with Disabilities*

| Reviewers' Feedback & Institution's Response                                                                                                                                                                                 | Aligned                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Reviewers' First Review:</b> Reviewers do not see evidence were the program “addresses the importance of data-based decision making to plan intensive intervention that is responsive to children’s age and development.” | More Information Needed |
| Link(s) to Institution's Response to First Review:                                                                                                                                                                           |                         |
| Reviewers' Second Review:                                                                                                                                                                                                    | Yes                     |

*7g) Integrated and Designated English Language Development*

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| <b>Reviewers' First Review:</b> Met.         | Yes     |

*7h) Literacy Teaching Performance Expectations and Supervised Clinical Practice*

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| <b>Reviewers' First Review:</b> Met.         | Yes     |

## **Part 2: Preliminary Education Specialist Credential: Early Childhood Special Education Credential Teaching Performance Expectation (TPE)**

### ***TPE Domain 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten***

**ECSE TPE 7.1:** Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Infant/Toddler Curriculum Framework and Preschool Curriculum Framework.

| <b>Reviewers' Feedback &amp; Institution's Response</b>                                                                                                                                                                                                                 | <b>Aligned</b>          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Reviewers' First Review:</b> Reviewers found that the "I" did not go to a course syllabus or program document. Each "P" shows evidence that the literacy related academic standards are used but reviewers are unclear how they are practicing with these materials. | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b>                                                                                                                                                                                                               |                         |
| <b>Reviewers' Second Review:</b>                                                                                                                                                                                                                                        | Yes                     |

**ECSE TPE 7.2:** Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s MultiTiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children’s disabilities on language and literacy development; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.3:** Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children’s cultures, languages, dialects, communication needs, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.4:** Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated and self-directed activities; and imaginative and dramatic play.

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.5: Foundational Skills.** *Develop children’s foundational skills according to the standards and expectations specified for children’s age and grade incorporating the accommodations and modifications needed to address children’s identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children’s skills in transitional kindergarten and kindergarten in 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 and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.*

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.6: Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| Reviewers' First Review: Met.                | Yes     |

**ECSE TPE 7.7: Language Development.** Promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Promote children's language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children's language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| Reviewers' First Review: Met.                | Yes     |

**ECSE TPE 7.8: Effective Expression.** *Develop children’s effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children’s fluency in handwriting or use of graphic symbols.*

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.9: Content Knowledge.** *Promote children’s content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children’s interests. Promote digital literacy and the use of educational technology safely and responsibly.*

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| Reviewers’ First Review: Met.                | Yes     |

**ECSE TPE 7.10:** Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine children’s literacy profiles; identify potential reading and writing difficulties, including children’s risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students. 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 Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.

| Reviewers’ Feedback & Institution’s Response | Aligned |
|----------------------------------------------|---------|
| <b>Reviewers’ First Review:</b> Met.         | Yes     |

**ECSE TPE 7.11:** Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children’s literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children’s currently identified disabilities. Provide ELD instruction that builds on children’s cultural and linguistic assets and develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

| Reviewers’ Feedback & Institution’s Response                                                         | Aligned                 |
|------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Reviewers’ First Review:</b> Reviewers could not find evidence of ELD standards being introduced. | More Information Needed |
| <b>Link(s) to Institution’s Response to First Review:</b>                                            |                         |

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| Reviewers' Second Review:                    | Yes     |

**ECSE TPE 7.12:** Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| Reviewers' First Review: Met.                | Yes     |

**ECSE TPE 7.13:** Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

| Reviewers' Feedback & Institution's Response | Aligned |
|----------------------------------------------|---------|
| Reviewers' First Review: Met.                | Yes     |

**ECSE TPE 7.14:** Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.

| Reviewers' Feedback & Institution's Response                                                                                                         |  | Aligned                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------|
| <b>Reviewers' First Review:</b> Link to the "P" did not go to a specific assignment so reviewers were unable to determine how this TPE is practiced. |  | More Information Needed |
| Link(s) to Institution's Response to First Review:                                                                                                   |  |                         |
| <b>Reviewers' Second Review:</b>                                                                                                                     |  | Yes                     |