

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

2.1: Table 1: Required Courses Where Literacy Standards & TPE 7 are Covered

Pathways (required for all pathways— intern and traditional student teaching)	Required Courses Where Primary Focus is Literacy Instruction	Other Courses Where Literacy Standard 7 & TPE 7 are Covered (but are not the primary focus)
Preliminary Multiple Subject: intern & traditional student teaching	<u>EDU 4165.5165-Teaching Reading</u>	<u>EDU 4180.5180- Preparation for Supervised Teaching</u> <u>EDU 5135-Classroom Climate & Curriculum</u> <u>EDU 5010- Teaching for Equity</u> <u>EDU 4185.5185- Supervised Teaching</u>
Preliminary Education Specialist: Mild to Moderate Support Needs: intern & traditional student teaching	<u>EDU 4165.5165-Teaching Reading</u>	<u>EDU 5180 Preparation for Supervised Teaching (Multiple Subject)</u> OR <u>EDU 5280- Preparation for Supervised Teaching (Single Subject)</u> (CHOICE) <u>EDU 4185.5185- Supervised Teaching</u>

2.2 Table 2. Process for Internal Program Review

Pathways	Internal Program Review Process (to Ensure Alignment with Literacy Standards & TPEs)	Staff Engaged in Process
Preliminary Multiple	During monthly program meetings in 2023-24, directors & faculty worked together to review relevant	Dr. Katie Lewis, Program Director

For Preliminary Multiple Subject and Preliminary Education Specialist: MMS

Subject	<p>syllabi.</p> <p>The team ensured the new literacy standards & TPEs were mapped onto required literacy courses & also addressed in other required courses in the program.</p>	<p>Dr. Rosemarie Michaels, Education Studies Director</p> <p>Renee Stender & Kathleen Ferrando, Adjunct Faculty</p>
Preliminary Education Specialist: Mild to Moderate Support Needs	<p>During monthly program meetings in 2023-24, directors & faculty worked together to review relevant syllabi.</p> <p>The team ensured the new literacy standards & TPEs were mapped onto required literacy courses & also addressed in other required courses in the program.</p> <p>Multiple subject and education specialist programs met together to review & ensure alignment as both programs share the required course EDU 4165/5165-Teaching Reading.</p>	<p>Dr. Zoe Bartholomew, Program Director</p> <p>Dr. Rosemarie Michaels, Education Studies Director</p> <p>Dr. Katie Lewis, Multiple Subject Director</p> <p>Renee Stender, Adjunct Faculty</p>

2.3. *Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them.*

During monthly program meetings in 2023-24, especially spring 2024, program directors facilitated an overview of TPE 7 in connection to student teacher observation forms and in relation to the other six TPEs. These were combined program meetings, meaning that the education specialist, multiple subject, and education studies directors met together and included all faculty teaching these literacy instruction courses. One of the department's current co-chairs also met one-on-one with the two instructors teaching EDU 5165 & 5265 to review SB 488 requirements, new standards, and new TPE (spring/summer 2024). New faculty interested in teaching these courses are expected to understand these requirements, TPE, and standards.

2.4. *Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.*

The primary way the department has ensured faculty teaching these courses are prepared to teach new content, was by meeting one-on-one to review content and supporting faculty in mapping out the new standards in their courses. Additionally, all faculty teaching the two primary literacy

courses were asked to work through the modules provided by UC/CSU Collaborative for Neurodiversity and Learning (in summer 2024), especially the modules assigned to their students in EDU 5165 & 5265 for fall 2024.

2.5. *What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)*

The department provides SB 488 updates and reminders to all education faculty during monthly meetings. The support team site (shared with supervisors and mentor/support (cooperating) teachers) has been updated to include new literacy program standards and information that students will be required to take a literacy performance assessment. The TPE Observation Form (for supervisors to provide feedback to candidates after observing a lesson) includes a checklist for documenting evidence of TPE 7 in observed lessons. Supervisor orientation includes a discussion of how to document and provide feedback for effective literacy instruction. Supervisors are asked to provide recommendations and goals related to TPE 7 during supervised student teaching.

During the first supervisor meeting, Dominican program directors prepare supervisors to communicate SB488 updates to mentor/support (cooperating) teachers. Supervisors are required to schedule an orientation meeting with mentor/support teachers in the fall semester (typically in September). During the orientation meeting, the supervisors explain the supervised teaching observation form (for both traditional student teachers and interns), review the assessment section for new literacy standards, and ensure mentor/support teachers understand that candidates are required to take a Literacy Performance Assessment.

Finally the Dominican Teacher Preparation Handbook has been updated to include information about SB 488 requirements, including the new literacy performance assessment in 2025. All supervisors and mentor/support teachers are required to review the teacher preparation handbook sections with this information as part of their orientation.

2.6. *In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?*

During combined program meetings to review coursework and clinical practice requirements against new standards and TPEs, faculty with clear CA credentials with EL Authorization were involved in the process. Faculty with experience teaching credential courses focused on literacy instruction and supporting English learner students were central to this process (example courses include: *Early Literacy, Differentiated Instruction, & Teaching Reading*). In addition, we shared draft syllabi with community partners and experienced teachers, including reading specialists & SDAIE instructors, to review literacy standard activities and assessments and provide feedback. Finally, program directors facilitated discussions with supervisors (some of whom have expertise in literacy

instruction for multilingual/English learner students) about how to create learning opportunities for candidates to engage in effective literacy instruction during clinical practice.

2.7. *Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central components for candidates in literacy instruction coursework.*

All candidates enrolled in the preliminary multiple subject or preliminary education specialist: mild/moderate programs are required to take the course, EDU 4165.5165 -Teaching Reading. ELA and Literacy Standards, ELD Standards, and the CA ELA/ELD Framework are required and central components for candidates in literacy instruction coursework. Please see the following bookmarks for fall 2024 syllabi for context:

- [EDU 5165 Required Resources](#)
- [EDU 5165 Overview of Frameworks & Standards \(Session 3 on Schedule\)](#)
- [EDU 5165 Practice- Small Group Discussion Board Activity & Jigsaw Activity](#)
- [EDU 5165 Midterm Assignment: Students review an ELA lesson plan for evidence of appropriate ELA standards & ELD standards](#)
- EDU 5180 and EDU 5280 Seminars require a Practice Lesson assignment in which students must include appropriate ELD standards to meet the assignment requirements: [See EDU 5180 assignment practice lesson project](#)