

3.3 Clinical Practice Opportunities to Practice Teaching Foundational Skills Preliminary Multiple Subject 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.
- 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.

Within the syllabi for [EDMS 522: Literacy 1](#) 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. Students will be reminded of and continue preparing for the performance assessment in [EDMS 523: Literacy 2](#).

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](#).

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) was provided with supplemental professional learning in Spring 2025, including information, 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 \(Observation rubric for Formal Student Teaching Observations in Student Teaching Sites\)](#) that facilitate opportunities for candidates to practice and receive feedback on TPE 7- teaching foundational literacy skills- within their clinical field sites. In this year of transition and professional development, field placement opportunities were 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). See [EDMS 522](#) and [EDMS 523](#) for Practical Case Study Assignment Descriptions. These will happen 3 times throughout each semester, totalling 6 opportunities for students to engage with the foundational literacy skills as outlined in TPE 7. Furthermore, candidates are provided additional practicum experience, in which they engage in [strategy workshops](#) (in EDMS 522) to practice these instructional skills in their student teaching sites. Then, students engage in [demonstration lessons](#) (EDMS 523) to practice for upcoming clinical experiences or to practice a strategy they might not otherwise have the opportunity to experience.

- 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](#).