Preliminary Education Specialist: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) Credential Evidence Guide
Standard 7: Effective Literacy Instruction for Students with Disabilities

The purpose of this document is to assist prospective Preliminary Education Specialist (MMSN and ESN) credential programs in responding to Program Standard 7: Effective Literacy Instruction for Students with Disabilities. In the following table, the standard is divided into sections to ensure that prospective programs address each aspect of the standard. (The fact that this guidance document separates the standard section should not prohibit the various concepts from being interwoven throughout the program coursework and clinical practice as is best practice in reading and literacy instruction and as described in Standard 1.) While a brief narrative is acceptable, please be judicious about the length of your response. Reviewers will be looking for the content of the standards reflected in your program. Additionally, unsubstantiated claims/narrative will not be sufficient.

In responding to the standard, please include the following:

- *Please list all required reading and literacy instruction related courses for the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) and/or Extensive Support Needs (ESN), by title and number.*
- *Please link the syllabi for the courses identified in #1.*
- *Please identify any other coursework in which reading and literacy instruction is covered but where it may not be the primary focus of the course.*
- *Please note that evidence for each element of the standard must be demonstrated in both coursework and clinical practice.*

Note: As part of the program review process, a TPE Matrix is required indicating where each TPE competency is introduced, practiced, and assessed within the program (see IPR instructions). In the case of this Program Standard 7, TPE 7 is the corresponding TPE. If the standard language is addressed by the evidence provided in the TPE matrix, prospective programs may indicate such here and link to the same evidence. This will not be the case for all phrases of the standard language so please review carefully. Responses may, but are not required, to be submitted on this form but must contain all the information requested and be organized similarly.

Program Standard 7: Effective Literacy Instruction for Students with Disabilities	Evidence Guidance
Program Standard 7: Effective Literacy Instruction for Students with Disabilities The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[1,2] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards, and for Early Childhood Special Education programs, the Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.* ***The text of this section of the standard continues below.**	Response to ESN TPE 7 ESN Matrix IPA.pdf TPE 7 Part 3.2: Structured Literacy Progr… The IPA's answer a lot of these elements, but the two above listed documents provides additional insight to this first set of standards.

[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

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Grounded in Universal Design for Learning and asset-based pedagogies,[3] the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths and collaboration with other service providers. Candidates learn the power of language (both oral—spoken/signed—and written) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers. The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*: a. Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset-based and culturally and linguistically responsive, affirming, and sustaining[4]* ***The text of this section of the standard continues below.**	Please see page 2 for guidance.

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

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b. Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support c. Instruction that is responsive to individual students' age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices d. Incorporation of the *California Dyslexia Guidelines* e. Integrated and designated ELD f. Knowledge of how to promote multiliteracy in both English-medium and multilingual programs g. Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and diagnostic assessment in response to referrals for additional assessment and intensive intervention* ***The text of this section of the standard continues below.**	Please see page 2 for guidance.

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Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students with visual impairments. Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.	Please see page 2 for guidance.

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7a. Foundational Skills[5] The Education Specialist credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.* ***The text of this section of the standard continues below.**	ESN Matrix IPA.pdf 3.1 Coursework Coverage of Foundational Reading TPEs Coursework Coverage of Standard 7 Intern Coach Visit Documentation with E… Lesson Plan Coach Feedback for all 32 hours of visits. *Our Clinical practice involved coaches providing 32 hours of support per intern throughout each academic year, leaving feedback on the Teacher Performance Expectations from what they saw in their visit - with specific TPE's being the program focus depending on the courses the intern is taking. That feedback involved providing a score for each TPE element, but also feedback in the "comments" section for each TPE to support growth, but also feedback on how to grow with any areas of challenge. You will find these hours are true for all the below clinical practice experiences.*

[5] See also the Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts.

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The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[6] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English. The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to conduct comprehensive literacy assessments in coordination with assessment teams; develop Individualized Education Plans for eligible students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding.	Please see page 6 for guidance.

[6] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations.

[7] See the California Department of Education/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

7b. Meaning Making Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or Augmentative and Alternative Communication (AAC) devices as appropriate for students with disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.* ***The text of this section of the standard continues below.**	Below is linked evidence that represents the spiraled progression of meaning making throughout the program. The first deck contains the introduction to meaning making which addresses vocabulary development, comprehension at various levels of cognition and with a variety of informational and narrative text. The second deck digs deeper into these concepts and the third deck asks participants to apply the language comprehension/meaning-making side of Scarborough's Rope to creating lesson plans to enable students to make meaning out of complex, grade level text. Meaning making is related to word recognition with assessments in fluency to ensure that decoding lives alongside language comprehension. Encoding helps deepen comprehension while simultaneously reinforcing orthography and phonemic segmentation. The lesson plan template has been adapted from LETRS to include foundational skills and ELA/ELD standards identification with examples provided. This helps teachers plan and scaffold student's independent ability to read and comprehend grade-level complex text. ESN Matrix IPA.pdf

	Meaning Making Deck (introduction): https://docs.google.com/presentation/d/1fDBRnhQyLCHaC3dnVqfMBJUzYMF1C3iLWaW8WMFXHCg/edit?usp=drive_link Reading Connected Text (starting slide 71): https://docs.google.com/presentation/d/19zs3rFsvPUzyG8dg53yUziVM7Irbf0hiIBstsT3UhKk/edit?slide=id.gab598899ff_0_327#slide=id.gab598899ff_0_327 Meaning Making Deck (digging deeper): https://docs.google.com/presentation/d/12NOgV96-HF5m9EHoMKMX0b9bsnz51CbOq_G8Zl_Xc4k/edit?slide=id.ga5f105f599_0_1438#slide=id.ga5f105f599_0_1438 Meaning Making Deck: Application (https://docs.google.com/presentation/d/1QygpEcTMcBClMqS0V8zCqhC2-kYzJUiUfmhVJp3YfXs/edit?usp=drive_link) Meaning Making Lesson Plan (application): https://docs.google.com/document/d/1MSQM0yZ8xRDFakxroZpV5TuPcXHTJu7-vMJ4qLyJwVc/edit?usp=drive_link Meaning Making Lesson Plan (example): https://docs.google.com/document/d/1QSwMk5YWWFu68mDc2MK7wYCablhpuAxFRylKVqibpqU/edit?usp=drive_link

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.	Below is linked evidence that represents the spiraled progression if meaning making throughout the program. The first deck contains the introduction to meaning making which addresses vocabulary development, comprehension at various levels of cognition and with a variety of informational and narrative text. The second deck digs deeper into these concepts and the third deck asks participants to apply the language comprehension/meaning-making side of Scarborough's Rope to creating lesson plans to enable students to make meaning out of complex, grade level text. Meaning making is related to word recognition with assessments in fluency to ensure that decoding lives alongside language comprehension. Encoding helps deepen comprehension while simultaneously reinforcing orthography and phonemic segmentation. The lesson plan template has been adapted from LETRS to include foundational skills and ELA/ELD standards identification with examples provided. This helps teachers plan and scaffold student's independent ability to read and comprehend grade-level complex text. ESN Matrix IPA.pdf

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7c. Language Development Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. Candidates learn to facilitate communication for students who use American Sign Language, eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies. The program focuses on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.* ***The text of this section of the standard continues below.**	Language development is spiraled throughout the program as evidenced in the links below. Specific word instruction, syntax, language demands and MLL and students who struggle are included in language development considerations. Vocabulary instruction (explicit and implicit) and syntax are connected to language and reading comprehension with reading comprehension being inclusive of both differing levels of comprehension (literal, inferential, evaluative) and different text structures including the various types of informational text and narrative text. Writing and encoding are tied to both word recognition development and reading comprehension. Throughout the program candidates grow from being introduced to language development all the way to planning and delivering lessons incorporating language development with the goal of independent grade-level complex text comprehension. Paula Scarborough's Reading Rope and Joan Seditat's Writing Rope are foundational models/metaphors that the work of language development is built upon with an emphasis on oral language being integrated intentionally through all strands. ESN Matrix IPA.pdf

	Specific Word Instruction (introduction) Deck: https://docs.google.com/presentation/d/1t3pQBF6fOTeUlocMOg2UDFlawz1xYORwZqJdumTZSh4/edit?slide=id.g177bb1ef001_0_0#slide=id.g177bb1ef001_0_0 Encoding & Vocabulary Deck: https://docs.google.com/presentation/d/19ZZd9O2nOIh-DljeFgQoTtthj5PP_7HUvvA4SoZJUZ8/edit?slide=id.ga2db19bed8_1_297#slide=id.ga2db19bed8_1_297 Specific Word Instruction Deck (digging deeper): https://docs.google.com/presentation/d/12NOgV96-HF5m9EHoMKMX0b9bsnz51CbOq_G8Zl_Xc4k/edit?slide=id.ga2db19bed8_0_523#slide=id.ga2db19bed8_0_523 Oral Language Development (slide 19): https://docs.google.com/presentation/d/1yEZWeirk2yciQ-B5LHJSRrIloKIe2qUrjHlkTnKL8TU/edit?slide=id.g37b4da260e1_0_671#slide=id.g37b4da260e1_0_671 Language Development (application): https://docs.google.com/presentation/d/1QygpEcTMcBClMqS0V8zCqhC2-kYzJUiUfmhVJp3YfXs/edit?slide=id.g3617fbad441_0_1289#slide=id.g3617fbad441_0_1289

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	Reading Connected Text (starting slide 71): https://docs.google.com/presentation/d/19zs3rFsvPUzyG8dg53yUziVM7Irbf0hiIBstsT3UhKk/edit?slide=id.gab598899ff_0_327#slide=id.gab598899ff_0_327 Meaning Making Lesson Plan (application) including specific word instruction and language considerations: https://docs.google.com/document/d/1MSQM0yZ8xRDFakxroZpV5TuPcXHTJu7-vMJ4qLyJwVc/edit?usp=drive_link Meaning Making Lesson Plan (example) including specific word instruction and language considerations: https://docs.google.com/document/d/1QSwMk5YWWFu68mDc2MK7wYCablhpuAxFRylKVqibpqU/edit?usp=drive_link

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The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' disabilities on their language development. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.	Please see page 9 for guidance.

7d. Effective Expression Coursework and supervised field experiences address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate communication for students who use American Sign Language, eye gaze, vocalizations, AAC devices, or other communication strategies. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, orally present, and write in ways appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.* ***The text of this section of the standard continues below.**	Evidence must be demonstrated in both coursework and clinical practice. Effective Expression is spiraled throughout the program as evidenced in the links below. Specific word instruction, syntax, language demands and MLL and students who struggle are included in effective expression considerations. Vocabulary instruction (explicit and implicit) and syntax are connected to language and reading comprehension with reading comprehension being inclusive of both differing levels of comprehension (literal, inferential, evaluative) and different text structures including the various types of informational text and narrative text. Writing and encoding are tied to both word recognition development and reading comprehension and expression. Throughout the program candidates grow from being introduced to effective expression all the way to planning and delivering lessons incorporating language development with the goal of independent grade-level complex text comprehension within writing and collaborative conversations. Paula Scarborough's Reading Rope and Joan Seditat's Writing Rope are foundational models/metaphors that the work of language development is built upon with an emphasis on oral language being integrated intentionally through all strands.

	ESN Matrix IPA.pdf Specific Word Instruction (introduction) Deck: https://docs.google.com/presentation/d/1t3pQBF6fOTeUlocMOg2UDFlawz1xYORwZqJdumTZSh4/edit?slide=id.g177bb1ef001_0_0#slide=id.g177bb1ef001_0_0 Oral Language Development (slide 19): https://docs.google.com/presentation/d/1yEZWeirk2yciQ-B5LHJSRrIloKIe2qUrjHlkTnKL8TU/edit?slide=id.g37b4da260e1_0_671#slide=id.g37b4da260e1_0_671 Encoding & Vocabulary Deck: https://docs.google.com/presentation/d/19ZZd9O2nOIh-DljeFgQoTtthj5PP_7HUvvA4SoZJUZ8/edit?slide=id.ga2db19bed8_1_297#slide=id.ga2db19bed8_1_297 Specific Word Instruction Deck: https://docs.google.com/presentation/d/12NOgV96-HF5m9EHoMKMX0b9bsnz51CbOq_G8Zl_Xc4k/edit?slide=id.ga2db19bed8_0_523#slide=id.ga2db19bed8_0_523 Language Development (application): https://docs.google.com/presentation/d/1QygpEcTMcBClMqS0V8zCqhC2-kYzJUiUfmhVJp3YfXs/edit?slide=id.g3617fbad441_0_1289#slide=id.g3617fbad441_0_1289

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	Meaning Making Lesson Plan (application) including specific word instruction and language considerations: https://docs.google.com/document/d/1MSQM0yZ8xRDFakxroZpV5TuPcXHTJu7-vMJ4qLyJwVc/edit?usp=drive_link Meaning Making Lesson Plan (example) including specific word instruction and language considerations: https://docs.google.com/document/d/1QSwMk5YWWFu68mDc2MK7wYCablhpuAxFRylKVqibpqU/edit?usp=drive_link

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, assistive technology, and other learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation/printing, including the use of assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; and the integration of effective expression with other themes.	Writing and encoding for both communication and word recognition skill mastery. Included in the decks below are the writing instruction slides as they relate to both sides of Paula Scarborough's Reading Rope. Joan Sedita's Writing to Rope is also used to instruct on the various aspects, including foundational and expert level, of purposes for writing. Letter Recognition and Formation (starting slide 59): https://docs.google.com/presentation/d/1dya_W2pQPfK7AUGukqoQRNCR9GkOi5zflfG8ci9Arx8/edit?slide=id.g2adf7c45758_0_1947#slide=id.g2adf7c45758_0_1947 Letter Formation (starting slide 34): https://docs.google.com/presentation/d/19zs3rFsvPUzyG8dg53yUziVM7Irbf0hiIBstsT3UhKk/edit?slide=id.gab598899ff_0_228#slide=id.gab598899ff_0_228 Word Work (dictation) Starting slide 77: https://docs.google.com/presentation/d/1yEZWeirk2yciQ-B5LHJSRrIloKIe2qUrjHlkTnKL8TU/edit?slide=id.g36142b0b7c2_0_116#slide=id.g36142b0b7c2_0_116

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	Writing Deck (digging deeper): https://docs.google.com/presentation/d/12NOgV96-HF5m9EHoMKMX0b9bsnz51CbOq_G8Zl_Xc4k/edit?slide=id.ga2db19bed8_0_497#slide=id.ga2db19bed8_0_497 Writing Deck (introduction): https://docs.google.com/presentation/d/1fDBRnhQyLCHaC3dnVqfMBJUzYMF1C3iLWaW8WMFXHCg/edit?slide=id.g269c6953f4b_0_372#slide=id.g269c6953f4b_0_372

7e. Content Knowledge Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.* ***The text of this section of the standard continues below.**	Below is linked evidence that represents the spiraled progression of content area comprehension throughout the program. The first deck contains the introduction to comprehension which addresses vocabulary development, comprehension at various levels of cognition and with a variety of informational and narrative text. The second deck digs deeper into these concepts and the third deck asks participants to apply the language comprehension/meaning-making side of Scarborough's Rope to creating lesson plans to enable students to make meaning out of complex, grade level text. Comprehension is related to word recognition with assessments in fluency to ensure that decoding lives alongside language comprehension. Encoding helps deepen comprehension while simultaneously reinforcing orthography and phonemic segmentation. The lesson plan template has been adapted from LETRS to include foundational skills and ELA/ELD standards identification with examples provided. This helps teachers plan and scaffold student's independent ability to read and comprehend grade-level complex text.

	Reading Connected Text (starting slide 71): https://docs.google.com/presentation/d/19zs3rFsvPUzyG8dg53yUziVM7Irbf0hiIBstsT3UhKk/edit?slide=id.gab598899ff_0_327#slide=id.gab598899ff_0_327 Meaning Making Deck (introduction): https://docs.google.com/presentation/d/1fDBRnhQyLCHaC3dnVqfMBJUzYMF1C3iLWaW8WMFXHCg/edit?usp=drive_link Meaning Making Deck (digging deeper): https://docs.google.com/presentation/d/12NOgV96-HF5m9EHoMKMX0b9bsnz51CbOq_G8Zl_Xc4k/edit?slide=id.ga5f105f599_0_1438#slide=id.ga5f105f599_0_1438 Meaning Making Deck: Application (https://docs.google.com/presentation/d/1QygpEcTMcBClMqS0V8zCqhC2-kYzJUiUfmhVJp3YfXs/edit?usp=drive_link) Meaning Making Lesson Plan (application): https://docs.google.com/document/d/1MSQM0yZ8xRDFakxroZpV5TuPcXHTJu7-vMJ4qLyJwVc/edit?usp=drive_link Meaning Making Lesson Plan (example): https://docs.google.com/document/d/1QSwMk5YWWFu68mDc2MK7wYCablhpuAxFRylKVqibpqU/edit?usp=drive_link

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The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.[8] The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.	Please see page 13 for guidance.

[8] See *California Digital Learning Integration and Standards Guidance* for additional information.

7f. Literacy Instruction for Students with Disabilities Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the range of severity of disability and the educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, including classroom assistants and specialists (e.g., support during center rotations, working with students on individual goals, facilitating whole group activities to allow candidates to work with students on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.* ***The text of this section of the standard continues below.**	ESN Matrix IPA.pdf Literacy considerations for students with dyslexia and students who struggle (with a focus on word-level difficulties) is woven throughout the program. Deep dives into the 'reading brain' and the CA Dyslexia guidelines are incorporated into the courses as are appropriate instructional responses and considerations for students who have reading difficulties. Instructional lessons appropriate for Tiers 1, 2 & 3 are modeled and practiced by students. Students are also asked to apply their knowledge of high-impact foundational skills instruction required by students who have reading difficulties by creating and implementing a foundational skills lesson. Dyslexia and Students Who Struggle (Introduction): https://docs.google.com/presentation/d/1dya_W2pQPfK7AUGukqoQRNCR9GkOi5zflfG8ci9Arx8/edit?slide=id.g2adf7c45758_0_2037#slide=id.g2adf7c45758_0_2037

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	Dyslexia and Students Who Struggle (Diving Deeper): https://docs.google.com/presentation/d/1XbK51wu9nhqN2Vmj-uu-zyo1HSW8V-Tmiu6OEoOAuPQ/edit?slide=id.g2957999bc72_0_68#slide=id.g2957999bc72_0_68 Overview of a Reading Disability (starting slide 78): https://docs.google.com/presentation/d/19zs3rFsvPUzyG8dg53yUziVM7Irbf0hiIBstsT3UhKk/edit?slide=id.g26049c64962_0_0#slide=id.g26049c64962_0_0 Planning for Word Recognition (including for students who struggle): https://docs.google.com/presentation/d/1yEZWeirk2yciQ-B5LHJSRrIloKIe2qUrjHlkTnKL8TU/edit?usp=drive_link

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Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and Deaf and Hard of Hearing and Visual Impairment teachers and specialists), and others to offer additional assessment[9] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support students who are deafblind or have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[10]* ***The text of this section of the standard continues below.**	The content of this is covered within our IPA listing for program standard 5 - and is reflected in our coursework including SPED 214, SPED 217, SPED 213, etc.

[9] See Preliminary Education Specialist Credential *Teaching Performance Expectations*, Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.

[10] See the California Department of Education 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities* for additional information.

The program incorporates the *California Dyslexia Guidelines*[11] through literacy coursework and supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.	Literacy considerations for students with dyslexia and students who struggle (with a focus on word-level difficulties) is woven throughout the program. Deep dives into the 'reading brain' and the CA Dyslexia guidelines are incorporated into the courses as are appropriate instructional responses and considerations for students who have reading difficulties. Instructional lessons appropriate for Tiers 1, 2 & 3 are modeled and practiced by students. Students are also asked to apply their knowledge of high-impact foundational skills instruction required by students who have reading difficulties by creating and implementing a foundational skills lesson. Dyslexia and Students Who Struggle (Introduction): https://docs.google.com/presentation/d/1dya_W2pQPfK7AUGukqoQRNCR9GkOi5zflfG8ci9Arx8/edit?slide=id.g2adf7c45758_0_2037#slide=id.g2adf7c45758_0_2037

[11] See California Education Code 44259(b)(4)

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	Dyslexia and Students Who Struggle (Diving Deeper): https://docs.google.com/presentation/d/1XbK51wu9nhqN2Vmj-uu-zyo1HSW8V-Tmiu6OEoOAuPQ/edit?slide=id.g2957999bc72_0_68#slide=id.g2957999bc72_0_68 Planning for Word Recognition (including for students who struggle): https://docs.google.com/presentation/d/1yEZWeirk2yciQ-B5LHJSRrlloKIe2qUrjHlkTnKL8TU/edit?usp=drive_link

7g. Integrated and Designated English Language Development Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[12] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.* ***The text of this section of the standard continues below.**	ESN Matrix IPA.pdf Instructional considerations for MLL's is woven throughout the courses. From direct instruction on the ELD standards and ELD Framework, to the difference between integrated and designated ELD to planning lessons, identifying the ELD standards the lessons address, there is ample content provided to participants to assess, plan and scaffold for the MLL's. English Learners (Word Recognition): https://docs.google.com/presentation/d/1dya_W2pQPfK7AUGukqoQRNCR9GkOi5zflfG8ci9Arx8/edit?slide=id.g2adf7c45758_0_2037#slide=id.g2adf7c45758_0_2037 Integrated and Designated ELD: https://docs.google.com/presentation/d/1fDBRnhQyLCHaC3dnVqfMBJUzYMF1C3iLWaW8WMFXHCg/edit?slide=id.g269c6953f4b_0_372#slide=id.g269c6953f4b_0_372 ELD Standards and Framework: https://docs.google.com/presentation/d/1-aRGCdM__abIPnYqQjnGy0WCoJ4LUqhAFzde_syQXmM/edit?slide=id.g3617254d6f9_0_1701#slide=id.g3617254d6f9_0_1701 Field Experience MOU

[12] See California Code of Regulations, Title 5, Section 11300(a, c).

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Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with disabilities receive comprehensive ELD instruction.	Instructional considerations for MLL's is woven throughout the courses. From direct instruction on the ELD standards and ELD Framework, to the difference between integrated and designated ELD to planning lessons, identifying the ELD standards the lessons address, there is ample content provided to participants to assess, plan and scaffold for the MLL's. Integrated and Designated ELD: https://docs.google.com/presentation/d/1fDBRnhQyLCHaC3dnVqfMBJUzYMF1C3iLWaW8WMFXHCg/edit?slide=id.g269c6953f4b_0_372#slide=id.g269c6953f4b_0_372 Meaning Making Lesson Plan Template (incl. ELD standards): https://docs.google.com/document/d/1MSQM0yZ8xRDFakxroZpV5TuPcXHTJu7-vMJ4qLyJwVc/edit?usp=drive_link Meaning Making Lesson Plan/incl. ELD standards (example): https://docs.google.com/document/d/1QSwMk5YWWFu68mDc2MK7wYCablhpuAxFRylKVqibpqU/edit?usp=drive_link

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7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[13] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.	Throughout Clinical Practice, our coaches have TPE 7 as an evaluation requirement. During key courses of clinical practice, such as MS 210 and MS 217, we ask our coaches to focus specifically on TPE 7 to ensure that interns are receiving strong feedback - and to ensure coaches have the chance to observe how an intern's implementation of literacy instruction takes place. Intern Coach Visit Documentation with E… and Student Handbook/Coaching Rubrics, Lesson Plan Coach Feedback for all 32 hours of visits. TPE 7 Observation Tool *Our Clinical practice involved coaches providing 32 hours of support per intern throughout each academic year, leaving feedback on the Teacher Performance Expectations from what they saw in their visit - with specific TPE's being the program focus depending on the courses the intern is taking. That feedback involved providing a score for each TPE element, but also feedback in the "comments" section for each TPE to support growth, but also feedback on how to grow with any areas of challenge.*

[13] See Preliminary Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.