

Preliminary PK-3 ECE Specialist Instruction Credential Evidence Guide

Standard 7: Effective Literacy Instruction in PK-3 Settings

The purpose of this document is to assist prospective PK-3 ECE Specialist Instruction programs in responding to Program Standard 7: Effective Literacy Instruction for PK-3 Settings. The table provided on the following pages shows the standard divided into sections to help prospective programs ensure that each aspect of the standard is addressed. (The fact that this guidance document separates the standard sections 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 as such 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/narratives will not be sufficient.

In responding to the standard, please include the following:

- *Please list all required reading and literacy instruction courses for the PK 3 ECE Specialist Instruction credential, by title and number.*
- *Please link the syllabi for the courses identified above.*
- *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.*
- *If your program plans to use existing reading and literacy instruction coursework from your Multiple Subject or Education Specialist program, please include a statement to that effect; and if so, please indicate with a check mark or other symbol or highlighting which reading and literacy instruction courses will be common to both the prospective PK-3 program and the currently approved teacher education programs. Please provide a concise narrative (2-3 pages) clearly identifying how these courses have been modified to specifically meet the needs of teachers for this PK-3 credential and address developmentally appropriate reading and literacy instruction for young learners (age 3 through 3rd grade).*

Note: As part of the Initial Program Review (IPR) process, a TPE Matrix is required indicating where each TPE competency is introduced, practiced, and assessed (see [IPR Instructions](#)) within the program. In the case of 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 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 in PK-3 Settings	Evidence Guidance
<p>The credential program’s coursework and supervised field experiences encompass the study of effective means of teaching literacy to young children across all content areas^{1,2} based on California’s State Board of Education (SBE)- adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and 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 children’s learning across all themes and how progress in the other themes supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that children’s instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on the children’s age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical. Grounded in Universal Design for Learning and asset-based pedagogies,³the 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 children’s age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children’s linguistic,</p>	<p>(In response to first review) The RCOE PK-3 ECE Specialist Instruction credential program is committed to providing an effective literacy instruction program that aligns with California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and Preschool Learning Foundations. The program ensures that coursework and supervised field experiences are closely aligned with the current SBE-adopted English Language Arts/English Language Development Framework, incorporating cross cutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework. The RCOE PK-3 ECE Specialist Instruction credential program ensures that candidates are well-prepared to provide effective literacy instruction that is responsive, inclusive, and culturally sustaining, meeting the diverse needs of young children across all literacy themes and standards. The RCOE PK-3 credential program integrates literacy in the coursework and supervised clinical practice so that candidates learn instruction in the themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as</p>

cognitive, and social strengths. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support 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, all strands of the language and literacy and English-language development domains in the Preschool Learning Foundations, and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers.

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 b) [Multi-Tiered System of Support](#), including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for children who have not benefited from supplemental support
- c) Instruction that is responsive to individual children's 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

well as the [Preschool Curriculum Framework](#).

Candidates learn that instruction on the 5 themes should occur concurrently. The PK-3 program uses the 5 themes to support progress in the foundational skills of literacy. Candidates also learn that multilingual and English learner students all need to focus on the 5 themes through integrated and designated ELD. Candidates will understand that they need to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. The PK-3 program builds candidates' understanding of the concept of high-quality literacy instruction needs to integrate all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the [Preschool Learning Foundations](#), and other disciplinary standards to develop children's capacities as effective listeners, speakers, readers, and writers. The PK-3 program also offers 2 seminars on the Reading Instruction Competence Assessment (RICA) requirements to further support interns with their development of effective reading instruction over the five domains:

- Domain 1: Planning, organizing, and managing reading instruction based on ongoing assessments
- Domain 2: Word analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, academic language, and background knowledge

monitoring, and summative literacy assessment; screening to determine children's literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. 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 children's autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children's age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for children's independence, motivation, and learning. Importantly, candidates learn the importance of creating literacy environments for young children that are nurturing and joyful and that encourage active, playful exploration and investigation and providing opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in imaginative and dramatic play. The program also emphasizes the importance of families as the first, primary, and ongoing contributors to children's literacy development. Candidates learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

- Domain 5: Comprehension

Links to provide evidence of concepts in PK-3 program development

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Preschool Curriculum Framework](#)

[Foundational skills](#)

[Multilingual and English learners](#)

[Universal Design for Learning](#)

[Asset-based pedagogies](#)

[Literacy instruction responsive to child development](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Principles of equity, diversity, and inclusion](#)

[Multi-Tiered System of Support](#)

[Developmentally appropriate literacy instruction](#)

[Dyslexia guidelines](#)

[Integrated and designated ELD](#)

[Student self-assessment of learning](#)

[Student engagement](#)

[Vocabulary Development and Writing](#)

[Student directed learning and self-assessment](#)

[Play-based instruction](#)

[Principles and practices of effective](#)

[standards-based instruction for Culturally and Linguistically diverse students](#)

[Preschool Learning Foundations Vol. 1 - Child Development](#)

[Who Are Our Multilingual Learners, and How Can](#)

[I Get to Know them and Their Assets?](#)

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

7a. Foundational Skills⁵ s

The PK-3 ECE Specialist Instruction credential program offers coursework and supervised field experiences that include evidence-based means of teaching foundational skills to all children 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 and occurs in an environment that is print-rich and child-centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.

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

The RCOE PK-3 credential program integrates literacy in the coursework and supervised clinical practice so that candidates learn instruction to develop students' skills in print concepts and phonemic awareness. Interns will learn how to help their children develop Foundational skills including 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, and rate. In the RCOE PK-3 credential program, the interns will additionally learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in an environment that is print-rich and child-centered. The interns will 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.

Links to provide evidence of concepts in PK-3 program development

[Effective literacy instruction](#)

[Phonological awareness](#)

[Five crosscutting themes](#)

[Decoding and encoding](#)

[Writing Instruction](#)

help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students/children while they are simultaneously developing oral English language proficiency and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on children's 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 for children with reading, writing, or other literacy difficulties and disabilities, including children at-risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children's families and guardians as well as with other teachers, specialists, and administrators in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students/children while they are simultaneously developing oral English language proficiency and in some cases literacy skills in an additional language. The program teaches candidates to plan foundational skills instruction based on children's 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.

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Letter Formation](#)

[Vocabulary Development](#)

[Multilingual Learners Literacy instruction](#)

[ELD Standards and Multilingual Learners
Planning, Teaching, and Learning: Dual Language
Development](#)

[Assessment for early intervention - MTSS
Dyslexia guidelines](#)

[Using diagnostic tests to determine reading
levels, strengths, and needs
Intervention development](#)

[Collaboration with families](#)

(In response to first review) Supervised Clinical

Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading.

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy

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 support in inclusive settings for children with reading, writing, or other literacy difficulties and disabilities, including children at-risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to children who continue to experience difficulty and to collaborate with children's families and guardians as well as with other teachers, specialists, and administrators from the school or district to initiate needed referrals for additional assessment and intensive intervention.

The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., instruction beyond the earliest years and before children have typically developed fluency in decoding).

Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

(In response to first review 7a.)

[ED 230 Week 2 Examining Children's Literacy Development-Songs to Promote Phonemic Awareness](#)

[ED 230 Week 2 Examining Children's Literacy Development-Songs to Promote Phonological Awareness](#)

[ED 230 Week 2 Examining Children's Literacy Development-Interactivity: McCloskey's K-3 Class Vignette](#)

[ED 220 Week 4 Creating a Safe and Efficient Classroom: Assignment-Video of Classroom](#)

[ED 220 Week 4 Creating a Safe and Efficient Classroom: Assignment-Video of Classroom](#)

[ED 230 Week 3 Assessing Students' Literacy Development: Assignment](#)

[ED 230 Week 3 Assessing Students' Literacy Development: Assignment-Phonemic Awareness Assessment](#)

	ED 230 Week 3 Assessing Students' Literacy Development: Assignment ED 230 Week 3 Assessing Students' Literacy Development: Assignment-Phonemic Awareness Assessment ED 230 Week 3 Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades ED 230 Week 3 Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grade ED 230 Week 4 Cracking the Alphabetic Code-Assignment Practicum 150 Week 16 Focus: EDU 230 Assessing Student's Literacy Development ELA/ELD Framework-Interactive Storybook Template 5-Day Plan, pg. 102 ED 230 Week 1 - Shared Language Experience Practicum 150 Week 14 Focus: EDU 230 Becoming an Effective Teacher of Reading Practicum 150 Week 15 Focus: EDU 230 Examining Children's Literacy Development Practicum 150 Week 16 Focus: EDU 230 Assessing Student's Literacy Development Practicum 150 Week 17 Focus: EDU 230 Cracking the Alphabetic Code
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	<u>Practicum 150 Week 18 Focus: ED 230 Learning to Spell</u> <u>Practicum 150 E Week 19 ED 230 Focus: Developing Fluent Readers and Writers</u> <u>ED 230 Week 1-Assignment: Shared Language Experience Lesson Plan</u> <u>ED 230 Week 4-Assignment: Foundational Reading Skills Lesson Plan</u> <u>ED 230 Week 6-Assignment: Fluency Lesson Plan</u> <u>ED 350 Week 1: Strategy to Differentiate Vocabulary Lesson</u> <u>ED 350 Week 6: Strategy to Differentiate Writing Lesson for ELL</u>
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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. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other texts. The program addresses literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher-order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical listening, speaking, reading, and writing across disciplines in ways that are appropriate for the age of the children. 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 program highlights the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, reading, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research.

In the RCOE PK-3 Credential coursework and clinical practice interns will engage students in meaning making by engaging children in rich early literacy experiences. Interns learn the value of reading aloud and strategies for modeling and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories and other texts. Interns will address literal and inferential comprehension with all children at all grades and in all disciplines, including making connections with prior knowledge and experiences. Additionally the interns will the importance of providing children opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate and culturally and linguistically relevant and affirming as listeners, speakers, readers, and writers and to share their understandings, insights, and responses in collaboration with others.

Links to provide evidence of concepts in PK-3 program development

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Creating rich early literacy experiences](#)

[Read aloud](#)

[Modeling reading strategies](#)

[Predictions and inferences](#)

[Connecting prior knowledge](#)

[Higher-order thinking skills](#)

[Cross-disciplinary literacy](#)

Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of children's assets, based on an analysis of the text complexity of instructional materials and the integration of meaning-making with other themes.

[Contributors to meaning making](#)
[Developmentally appropriate literacy](#)
[Culturally and linguistically relevant literacy](#)
[ELD Standards and Multilingual Learners](#)
[Planning, Teaching, and Learning: Dual Language Development](#)
[Listening, speaking, reading, writing](#)
[Engaging children in literacy](#)
[Vocabulary Development and Writing](#)
[Language rich environments](#)

(In response to first review) Supervised Clinical Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading. In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

(In response to first review 7b)
[ED 350 Week 2: Teaching Comprehension : Reader Factors-Assignment](#)

	<u>ED 230 Week 1: Becoming an Effective Teacher of Reading</u> <u>ELA/ELD Framework-Interactive Storybook Template 5-Day Plan, pg. 102</u> <u>ED 250 Week 5-Promoting Oral Language Development with Vignettes</u> <u>ED 230 Week 1 - Shared Language Experience</u>
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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 children learn, think, and express information, ideas, perspectives, and questions orally and in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster oral and written language development for all children, including discipline-specific academic language. Candidates learn to express interest in and attend to children's verbalizations and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children's existing linguistic repertoires, 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 program addresses the importance of developing children's language, including their knowledge of how language works. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights 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 children's learning of complex sentence and text structures and emphasizes that children enrich their language as they listen, speak, read, and write; 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

In the RCOE PK-3 Credential coursework and clinical practice interns will learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language and to respond attentively to children's use of language. They will promote students' oral and written language development by attending to vocabulary knowledge while introducing and strengthening grammatical structures. Interns will conduct instruction that leverages students' existing linguistic repertoires, including home language dialect, and that accepts and encourages translanguaging. Additionally the interns will learn the 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 independent word-learning strategies. Additionally, interns will enhance language development by engaging students in the exploration and/or creation of diverse print, oral, digital, and multimedia text.

instructional materials and tasks; the assessment (formal and informal) of individual children's speaking, writing, and other communications; understanding of children's English language proficiency; and the integration of language development with other themes.

Links to provide evidence of concepts in PK-3 program development

[Language Development](#)

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Oral Language development](#)

[Written language Development language](#)

[Vocabulary Development and Writing](#)

[Play-based learning for language development](#)

[Values children's existing linguistic repertoires](#)

[Promotes multilingualism and addresses multiliteracy](#)

[Effective teaching of vocabulary](#)

[Planning instruction based on formal and informal assessments](#)

(In response to first review 7c)

[ED 230 Week 1 - Shared Language Experience](#)

[ED 250 Week 5 Strategies to Promote Conversations](#)

[ED 350 Week: Week 5: Integrating Literacy Into Thematic Units](#)

[ED 230 Week 1 - Shared Language Experience](#)

[ED 240 Week 5 Working With Dual Language Learners](#)

[ED 250 Week 3 Translanguaging: Teaching at the Intersection of Language and Social Justice](#)

[ED 250 Week 4 Vocabulary Development and Writing](#)

[ED 260 Week 2: Thematic Science Unit.](#)

[Ed 220 Week 1 The Powerful Role of Play in Early Education](#)

[ED 220 Assignment - Play Based Create One!](#)

[ED 260 Week 1 Assignment: Accommodating the Universal Needs of All Students](#)

(In response to first review)

Supervised Clinical Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading. In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy

	<p>practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 PRAC 150, PRAC 155, PRAC 160, PRAC 165</p> <p>Practicum 160 Week 9 Focus: Overview of Play Based Learning</p>
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7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and discussion partners; presenters; 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 children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to help children identify effective expression in what they listen to, view, and read, as they examine the words, images, and organizational structures of written, oral, or visual text. Through the program, candidates learn to teach children 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 children 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 children's existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress to

In the RCOE PK-3 Credential coursework and clinical practice interns will develop students' effective expression as they write, discuss, present, and use language conventions. They will engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. The interns will teach students to provide feedback to peers through oral and written communication. The interns will also teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Additionally, the interns will introduce and help to develop students' use of keyboarding, technology, and multimedia, as appropriate, in spelling, handwriting, and other language conventions to support writing and presentations.

Links to provide evidence of concepts in PK-3 program development

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Conversational learning](#)

[Effective expression and turn-taking](#)

[Effective communication](#)

[Valuing the home language](#)

[ELD Standards and Multilingual Learners](#)

[Planning, Teaching, and Learning: Dual Language Development](#)

[Vocabulary Development and Writing](#)

conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/ printing and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills.

Candidates learn to support children in grade one and beyond in the development of the organization, style, and mechanics of their writing. Additionally, candidates learn to teach children 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, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to engage children 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 individual children's speaking, writing, or other communications; and the integration of effective expression with other themes.

[Writing-rich environments](#)

[Modeling writing](#)

[Organization and mechanics](#)

[Writing process](#)

[Technology assistance in writing](#)

[Self and peer feedback in revision](#)

[\(In response to first review 7d\)](#)

[ED 230 Week 1-Assignment: Shared Language](#)

[Experience Lesson Plan](#)

[ED 350 Week 5: Integrating Literacy into](#)

[Thematic Units-Assignment](#)

[ED 350 Week 5: Interactive Storybook Reading](#)

[ED 250 Week 5 Strategies for ELD](#)

[ED 260 Week 5 Promoting Oral Language](#)

[Development with Vignettes](#)

[ED 230 Week 1-Assignment: Shared Language](#)

[Experience Lesson Plan](#)

[ED 350 Week 1 Expanding Vocabulary for ELLs](#)

[ED 350 Week 5: Integrating Literacy into](#)

[Thematic Units-Assignment](#)

[ED 230 Week 1 Shared Language Experience](#)

[Approach](#)

[ED 350 Week 5: Interactive Storybook Reading](#)

[ED 230 Week 1 Shared Language Experience](#)

[Approach](#)

[ED 350 Week 5: Interactive Storybook Reading](#)

[ED 230 Week 5 Learning to Spell](#)

[ED 300 RICA Word Analysis](#)

[ED 350 Week 6 Scaffolding Students' Writing](#)

[Development](#)

[ED 350 Week 6 The Writing Process: Essential Features of Each Stage](#)

[ED 330 Week 1 Discussion Board Post-Integrating Technology](#)

[ED 230-Week 3 Assessing Students' Literacy Development](#)

[ED 305 Week 2 Lesson Plans - Include Student Self-Assessment](#)

[ED 350 Week 5: Integrating Literacy into Thematic Units-Assignment](#)

(In response to first review) Supervised Clinical Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at the beginning levels of reading. In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

[Practicum 150 Week 14 Becoming an Effective Teaching of Reading](#)

[Practicum 165 Week 14 Integrating Literacy Into Thematic Units](#)

	Practicum 165 Week 15 Scaffolding Students' Writing Development
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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 to plan and implement instruction that maximizes children's 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 children, particularly when the content relevance is clear, reflects and values children's diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through print and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all children. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of 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 children 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 their age and development. The program also teaches wide and independent reading in knowledge

In the RCOE PK-3 Credential coursework and clinical practice the interns will promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital text and multimedia, discussions, experimentation, hands-on exploration, and wide and independent reading. They will teach students to navigate increasingly complex literary and informational texts relevant to discipline, research questions of interest, and convey knowledge in a variety of ways. Additionally they will promote digital literacy and the use of educational technology including the ability to find, evaluate, use, share, and analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship using [CA Digital Learning Integration and Standards Guidance](#) as a reference.

Links to provide evidence of concepts in PK-3 program development

[Content Knowledge](#)

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Student self-assessment of learning](#)

[Integration of knowledge across disciplines](#)

[Collaboration with peers in lesson development](#)

[Student-driven learning](#)

[Multimedia Instructional ULD](#)

[Digital citizenship](#)

building and literacy development. In addition, the program provides multiple opportunities for candidates learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship in ways that are appropriate for children's age and development. 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.

[Ways to Support Students with Constructed Response Reading Questions](#)

(In response to first review 7e)

[ED 260 Week 3: History and Social Science Planning to Include Math and Literacy](#)

[ED 260 Week 4 VAPA Planning to Include Math and Literacy](#)

[ED 160 Week 5 Physical Development and Health-](#)

[ED 240 Week 3 Discussion Forum: Inclusion, School Supports, Collaboration](#)

[ED 240 Week 4 Assignment-Diverse Learning Needs/Collaborative Planning](#)

[ED 260 Week 5 PD-HLTH Lesson Plans](#)

[ED 250 Week 5 Resource: Strategies/Supports for ELD](#)

[ED 250 Week 5 Lesson Plan - SDAIE Strategie](#)

[ED 260 Week 5 PD-HLTH Lesson Plans](#)

[ED 260 Week 5 PD-HLTH Lesson Plan](#)

[ED 260 Week 3 Technology Integration](#)

[ED 260 Week 3 Technology Integration](#)

[ED 260 Week 5-Physical Development and Health](#)

[ED 350 Week: Week 5: Integrating Literacy Into Thematic Units](#)

(In response to first review) Supervised Clinical

Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading. In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy

	<p>Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 PRAC 150, PRAC 155, PRAC 160, PRAC 165</p>
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7f. Literacy Instruction for Children 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 children and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental instruction for children. Candidates learn and practice how to collaborate with families and guardians as well as with other teachers, specialists, and administrators from the school or district to gain additional assessment and instructional support for children. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.⁹ The program incorporates the California Dyslexia Guidelines¹⁰ through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening 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 children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating children 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,

In the RCOE PK-3 Credential coursework and clinical practice the interns will learn how to differentiate, adjust and accommodate literacy instruction for students with various disabilities and English learners, to provide access to the curriculum.

Teachers will learn how to monitor students' progress in literacy development using formative assessment (informal), practices, ongoing progress monitoring, summative and diagnostic techniques that inform instructional decision making. They will understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Additionally, the interns will understand how to appropriately assess and interpret results for English learner students. If indicated Candidates learn and practice how to , 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 supplemental instruction and inclusive settings; and initiate referrals for students who need more intensive support. Two resources that are used as a guide for curriculum design are [CA Guide for Educating EL with Disabilities](#) and [California's Progress Toward Achieving ONE SYSTEM - Services and Resources](#) .

Links to provide evidence of concepts in PK-3 program development:

explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

[Understanding disabilities and their impact on literacy](#)

[RICA Seminar Part 1](#)

[RICA Seminar Part 2](#)

[Differentiated learning and accommodations](#)

[Inclusive classroom models](#)

[Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)

[Language development compared to language disability](#)

[Dyslexia guidelines](#)

[Standards-based instruction for children with special needs](#)

(In response to first review 7f)

[ED 230 Week 3- Assessing Students' Literacy](#)

[Development-Characteristics of Dyslexia by Age Group](#)

[CA Guide for Education EL with Disabilities Using Assessment Accessibility Resources for Students with Disabilities-pg 27](#)

[Practicum 155 Week 6 Identifying Supports](#)

[ED 240 Week 3: Identifying Supports-Discussion Forum](#)

[ED 240 Week 4: Strategies for Supporting All Learners](#)

[ED 240 Week 2-Relationships with Families of Children with Special Needs](#)

[ED 240 Week 3: Identifying Supports-Discussion Forum](#)

[CA Guide for Education EL with Disabilities-Detecting and Correcting Misclassification pg. 50](#)

[CA Guide for Education EL with Disabilities-Detecting and Correcting Misclassification pg. 50](#)

[ED 240 Week 3: Identifying Supports-Discussion Forum](#)

[ED 230 Week 3-Assessing Students' Literacy Development-Learner Profile](#)

[ED 230 Week 3-Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)

[ED 240 Week 2-Relationships with Families of Children with Special Needs](#)

(In response to first review) Supervised Clinical Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading. In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the

	<p>Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17</p> <p>PRAC 150, PRAC 155, PRAC 160, PRAC 165</p> <p>Practicum 150 Week 16 Assessing Students' Literacy Development</p> <p>Practicum 155 Week 6 Identifying Supports</p> <p>Practicum 240 Week 6 Data-Driven Instruction-Identifying Supports</p> <p>Practicum 165 Data-Driven Instruction-Supporting Learners</p> <p>Practicum 240 Week 6 Data-Driven Instruction-Identifying Supports</p>
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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 children's 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 children identified as 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. All candidates learn to use the ELA/literacy standards, Preschool Learning Foundations, (or other content standards), and ELD standards in tandem to plan instruction that advances English learner students' academic and language development, strengthening their abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works. The program also prepares candidates to provide designated ELD as 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 children's 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 designated ELD in ways that support content instruction, building into and from specific topics of study. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English

In the RCOE PK-3 Credential coursework and clinical practice, the Interns will provide instruction in English Language Development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. They will also 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. The interns will use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Additionally the interns will provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

(In response to first review 7g)

[ED 250 Week 3 Planning, Teaching, and Learning: Dual Language Development](#)

[ED 250 Week 5 Strategies for ELD](#)

[ED 260 Week 5 Promoting Oral Language Development with Vignettes](#)

Links to provide evidence of concepts in PK-3 program development:

learner students.

[Pre-Service ELL 116 English Learners Knowledge and Skill](#)
[ELD integration into all content instruction](#)
[RICA Seminar Part 1](#)
[RICA Seminar Part 2](#)
[ELD Standards and Multilingual Learners](#)
[Planning, Teaching, and Learning: Dual Language Development](#)
[Cultural and linguistic assets of students and their families](#)
[Integrated and designated ELD](#)
[ELA/Literacy standards](#)
[Who Are Our Multilingual Learners, and How Can I Get to Know them and Their Assets?](#)
[Preschool Learning Foundations](#)
[ELD standards](#)
[Designing Instruction for ELA/ELD students](#)
[Principles and practices of effective standards-based instruction for Culturally and Linguistically diverse students](#)

(In response to first review) Supervised Clinical Practice: The program provides supervised, guided practice in clinical settings, allowing candidates to deliver comprehensive literacy instruction, including foundational skills, at beginning levels of reading. The program, to the extent possible, provides supervised field experiences that include English learner students and recently reclassified English learner students. This practical exposure enhances candidates' ability to apply their learning in real-world settings.

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17

[PRAC 150, PRAC 155, PRAC 160, PRAC 165](#)
[Practicum 150 Week 14 Focus: EDU 230](#)
[Becoming an Effective Teacher of Reading](#)

[Practicum 150 Week 15 Focus: EDU 230](#)
[Examining Children's Literacy Development](#)

[Practicum 150 Week 16 Focus: EDU 230](#)
[Assessing Student's Literacy Development](#)

[Practicum 150 Week 17 Focus: EDU 230 Cracking](#)
[the Alphabetic Code](#)

[Practicum 150 Week 18 Focus: ED 230 Learning](#)
[to Spell](#)

[Practicum 150 E Week 19 ED 230 Focus:](#)
[Developing Fluent Readers and Writers](#)

[Practicum 150 Week 14 Focus: EDU 230](#)
[Becoming an Effective Teacher of Reading](#)

[Practicum 150 Week 15 Focus: EDU 230](#)
[Examining Children's Literacy Development](#)

	Practicum 150 Week 16 Focus: EDU 230 Assessing Student's Literacy Development Practicum 150 Week 17 Focus: EDU 230 Cracking the Alphabetic Code Practicum 150 Week 18 Focus: ED 230 Learning to Spell Practicum 150 E Week 19 ED 230 Focus: Developing Fluent Readers and Writers
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<p>7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice</p> <p>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.</p> <p>Supervised, guided practice in clinical settings 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 children.</p>	<p><i>(In response to first review) Supervised Clinical Practice:</i> The RCOE PK-3 ECE Specialist Instruction credential program is designed to comprehensively address all elements of the Literacy Teaching Performance Expectations (TPEs). The program ensures that candidates receive instruction, practice, and informal feedback, along with self-assessment opportunities, focused on the knowledge, skills, and abilities required by any mandated local and/or state literacy performance assessments. The program is committed to providing a well-rounded and practical learning experience for candidates, ensuring they not only grasp the Literacy TPEs but also have the opportunity to apply, receive feedback, and continually enhance their teaching practices to meet the evolving needs of their students.</p> <p>Practicum 150 Week 14 Focus: EDU 230</p>
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[Becoming an Effective Teacher of Reading](#)

[Practicum 150 Week 15 Focus: EDU 230
Examining Children's Literacy Development](#)

[Practicum 150 Week 16 Focus: EDU 230
Assessing Student's Literacy Development](#)

[Practicum 150 Week 17 Focus: EDU 230 Cracking
the Alphabetic Code](#)

[Practicum 150 Week 18 Focus: ED 230 Learning
to Spell](#)

[Practicum 150 E Week 19 ED 230 Focus:
Developing Fluent Readers and Writers](#)

(In response to first review) Feedback for Professional Growth: Supervised, guided practice is not only about application but also about receiving constructive feedback. Candidates are given feedback on their teaching practices, enabling them to identify areas for improvement and further develop their teaching skills to meet the diverse learning needs of the children they will be working with.

Weeks 2, 5, 8, 11, 14, and 17 [PRAC 150](#), [PRAC 155](#), [PRAC 160](#), [PRAC 165](#)

In the RCOE PK-3 Credential coursework and clinical practice, the intern learns the elements of the Literacy Teaching Performance Expectations and The California Standards for the Teaching Profession will guide the Literacy practices

	<p>coursework and Supervised Clinical Practice through the Practicum Courses. Formal Observations of TPEs learned are seen in classroom practice every 3 weeks during all practicum courses. Weeks 2, 5, 8, 11, 14, and 17 PRAC 150, PRAC 155, PRAC 160, PRAC 165</p>
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