



ALDER

GRADUATE
SCHOOL OF
EDUCATION



**Alder Graduate School of Education
TPE Domain 7 Literacy Submission
Preliminary Education Specialist - Mild to Moderate
Support Needs Teaching Credential
2024-2025**

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

- 1.1. Institution Name
- 1.2. Dean or Director of Teacher Education Name and contact information
- 1.3. Primary contact(s) for questions and subsequent follow up communications
- 1.4. Credential program type addressed in this document.
- 1.5 List of all pathways offered by the institution for this credential
- 1.6 Affirmation by the Dean or Director of Teacher Education

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

- 2.1. Table of Required Courses
- 2.2 Process for Program Review
- 2.3 Faculty Understanding of Requirements
- 2.4 Faculty Training
- 2.5 Communication with Mentor Teachers and PK-12 Partners
- 2.6 Program Designers with Expertise in Literacy Instruction for Multilingual/English Learner Students
- 2.7 Syllabi with Literacy and Language Standards

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS

- 3.1 Program/Coursework Coverage of TPEs – Submission of Table 3.1
- 3.2 Coursework Coverage of Standard 7
- 3.3 Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills
 - 3.3a. Communication/Agreement with Districts regarding clinical practice
 - 3.3b. Candidate Information
 - 3.3c. Candidate Clinical Practice Opportunities

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

- 4.1. Program/Coursework Coverage of TPEs
- 4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice
 - 4.2a. Communication/Agreement with Districts
 - 4.2b. Candidate Information
 - 4.2c. Candidate Clinical Practice Opportunities

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

- 5.1. Program/Coursework Coverage of TPEs
- 5.2. Clinical Practice Opportunities
 - 5.2 a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs
 - 5.2 b. Links to specific location(s) in candidate handbooks or materials
 - 5.2 c. Links to specific location(s) in clinical practice observation tools
- o Incorporation of California Dyslexia Guidelines
 - 5.3 a. Coursework
 - 5.3 b. Coursework
 - 5.3c. Clinical Practice
 - 5.3d. Communication/Agreement with Districts
 - 5.3e. Candidate Information
 - 5.3 f. Candidate Clinical Practice Opportunities

Mild to Moderate Support Needs Table

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

Submission Requirements for Part 1 (The following information in Part 1 is to be submitted using the [SB 488 Certification Submission Form](#))

1.1. Institution Name

Alder Graduate School of Education

1.2. Dean or Director of Teacher Education Name and contact information

Dean Shayna Sullivan PhD, ssullivan@aldergse.edu, (707) 333-9623

1.3. Primary contact(s) for questions and subsequent follow up communications

Nate Monley EdD, Senior Director of New Projects and Accreditation, nmonley@aldergse.edu, 916-539-0033

Laura Alvarez PhD, Elementary Literacy Education Faculty, lavarez@aldergse.edu, (510) 350-6040

1.4. Credential program type addressed in this document.

Preliminary Multiple Subject, Education Specialist: Mild Moderate Support Needs

1.5 List of all pathways offered by the institution for this credential

(e.g. student teaching traditional, intern, residency).

Residency

1.6 Affirmation by the Dean or Director of Teacher Education

I have read the materials being submitted and authorize their submission for the purposes of certification pursuant to SB 488 (Chapter 678, Statutes of 2021).

I understand that what is included in this submission process represents selected aspects of the new literacy standard adopted by the Commission. I understand that the information submitted represents the information specifically required for literacy certification as indicated in Education Code section 44259(B) (4)(A) and (B).

I understand that all Preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 ECE Specialist Instruction Credential programs must be fully aligned with all of the applicable literacy instruction standards and TPEs, not just those required for certification, by July 1, 2024. I further attest that the program and all associated pathways represented in this submission have undergone a full review by our faculty and staff and are, or will be, fully aligned to the new literacy instruction standard by July 1, 2024.

I understand that beginning July 1, 2025, all Preliminary Multiple Subject, Education Specialist, and PK-3 ECE Specialist Instruction credential candidates will be required to take and pass a Commission-approved Literacy Performance Assessment that is embedded in the program pursuant to Education Code 44320.3 and is based on the literacy instruction standard and TPE Domain 7.

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

2.1. Table of Required Courses

Provide a table listing all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus.

Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered. (Note: Not all of Standard 7 and TPE 7 will be reviewed during the literacy certification process, but this information will be helpful to understand the design of the program with respect to literacy instruction.)

Please note that when a P for practice is indicated, the bookmark is often to a reading, video, or other text. When this is the case Alder instructors incorporate reading discussion into their sessions using text discussion protocols, an example from ED 231 can be found [here](#). Additionally, instructors often have residents submit written analysis of texts as practice, an example of which can be found [here](#).

Pathway (Examples)	List of all required courses where the <u>primary</u> focus is literacy instruction (Hyperlink the course title to the current syllabi)	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)
Preliminary Multiple Subject Student Teaching Residency Program	ED 230 Foundations of Literacy & Social Science Integration ED 231M Multiple Subject Literacy Methods	ED 205: Language Use in a Multilingual Classroom ED 222: Residency Seminar III ED 232 Elementary Literacy and Content Methods III (Math) SPED 200- SPED Foundations of Inclusive Education ED 224 Residency Fieldwork I ED 225 Residency Fieldwork II
Preliminary Education Specialist: Mild to Moderate Support Needs Student Teaching Residency Program	ED 230 Foundations of Literacy & Social Science Integration ED 231E Education Specialist Literacy Methods	ED 205: Language Use in a Multilingual Classroom ED 222: Residency Seminar III SPED 200- SPED Foundations of Inclusive Education

		<u>SPED 202 - The Art of Case Management & Collaboration</u> <u>SPED 203 - Instructional Methods for Mild/Moderate Disabilities</u>
Preliminary Multiple Subject or Education Specialist: Mild to Moderate Support Needs with Bilingual Authorization Concurrent Pathway Student Teaching Residency Program	<u>ED 230 Foundations of Literacy & Social Science Integration</u> <u>ED 231M Multiple Subject Literacy Methods</u> or <u>ED 231E Education Specialist Literacy Methods</u>	<u>ED 205: Language Use in a Multilingual Classroom</u> <u>ED 222: Residency Seminar III</u> <u>ED 232 Elementary Literacy and Content Methods III (Math)</u> <u>SPED 200- SPED Foundations of Inclusive Education</u> <u>ED 224 Residency Fieldwork I</u> <u>ED 225 Residency Fieldwork II</u>

2.2 Process for Program Review

Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations.

If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

Alder's work towards aligning its program with the new literacy instruction standards and teaching performance expectations was a multi-year effort involving three main bodies:

1) Language and Literacy Task Force

A group of Alder faculty leaders met six times to consider language and literacy in Alder, the shifts required to align Alder's program with the new literacy standards, and how to adjust Alder's program. The members of the group included:

- Shayna Sullivan PhD - Alder Dean
- Laura Alvarez PhD - Literacy Education Faculty
- Amy Koehler Catterson PhD - English Language Arts Education Faculty
- Iván Rosales Montes EdD - Multilingual Education Faculty
- Alexandria Kahn MA - Senior Director of Academic Programs
- Ilene Ivins EdD - Special Education Faculty, Co Chair of Academic Program Committee
- Mariah Klein - Registrar and Credentials Analyst Lead
- China Stepter PhD - Math Education Faculty
- Nate Monley EdD - Senior Director of New Programs and Accreditation

2) TPE 7 Design Team

A smaller group comprised of Alder's literacy faculty (Laura Alvarez and Amy Catterson) and Alder's Senior Director of New Programs and Accreditation (Nate Monley) planned and followed up on meetings of the language and literacy task force, created the matrices and proposal, and led the shifts through Alder's program.

3) Content and Clinical Faculty

Alder's combined faculty (content and clinical) collaborated throughout several meetings throughout the 2023-2024 school year to ensure that all shifts to the program were clearly understood and were ready to be implemented for the 2024-2025 Alder program.

All three pathways involved in this proposal (bilingual authorization, multiple subject, and education specialist mild to moderate support needs) participate in all of the courses described in the matrix except where otherwise noted.

2.3 Faculty Understanding of Requirements

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

Alder's Literacy and English Language Arts Faculty members attended webinars and professional development focused on SB 488 and TPE 7, the California Dyslexia Guidelines, and the English Language

Arts/English Language Development Framework, including sessions organized by CTC, the California Dyslexia Initiative, the California Department of Education, and FULCRUM.

All Alder Faculty also engaged in professional learning focused on language and literacy development through our twice yearly Faculty Symposia and organization-wide retreats. Both Fall and Spring Symposia focused on supporting the language and literacy development of multilingual learners. At both the Fall and Spring Alder-wide retreats, all faculty gathered to learn about SB488 and the shifts in TPE 7 and collaborate around key program shifts to incorporate the new content through coursework and fieldwork experiences.

2.4 Faculty Training

Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations.

Alder's TPE7 Design Team coordinated and led a variety of professional development sessions for content and clinical faculty in Alder. The Design Team members created all content for the Alder courses primarily involved in literacy instruction. Specifically, Dr. Laura Alvarez designed ED 230 and ED 231M and E (with collaboration from Alder's education specialist faculty). Instructors involved in these courses were selected based on their experience with foundational literacy skills and participated in multiple professional learning sessions to ensure alignment across course sections and cultivate effective literacy learning experiences aligned with the principles of SB 488, the standards, and the performance expectations.

2.5 Communication with Mentor Teachers and PK-12 Partners

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

Alder's clinical leaders, specifically Senior Director of Academic Programs Alex Kahn, published and reviewed Alder's [Literacy and TPE7 Implementation Guidance](#) with Alder's clinical faculty (partner directors) who lead weekly seminars with residents and monthly seminars with mentors, and who direct the clinical placements for Alder residents. Additionally this guidance was incorporated into communication with mentor teachers and into mentor teacher orientation.

In order to further ensure communication with partners, Alder's Senior Director of Partnerships sent communication to all Alder partner districts to make them aware of the new framework for literacy and its implications for Alder and the classrooms in which it places residents. This can be seen in [Memo to LEAs- Literacy Instruction in Alder](#).

2.6 Program Designers with Expertise in Literacy Instruction for Multilingual/English Learner Students

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

Two key members of Alder's language and literacy task force, who designed and reviewed coursework and clinical practice for Alder: Alder's Multilingual Education Faculty Lead, Dr. Iván Rosales Montes, and Alder's elementary literacy faculty lead, Dr. Laura Alvarez both hold deep expertise in literacy instruction for

multilingual students. Their CVs can be seen below:

- [Iván Rosales Montes](#)
- [Laura Alvarez](#)

2.7 Syllabi with Literacy and Language Standards

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

[ED 230 Foundations of Literacy & Social Science Integration](#) includes several required components around the ELA and ELD standards and framework including:

- [The central focus of module 3](#)
- [Readings during class](#)
- [The culminating assignment for the course](#)

[ED 231E Multiple Subject Literacy Methods](#)

- [Central focus in module 2](#)
- [Central focus in module 3](#)
- Discussions in class (example [here](#))

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS

3.1 Program/Coursework Coverage of TPEs – Submission of Table 3.1

Alder's table 3.1 can be found in [Attachment Table 3.1](#). All three pathways involved in this proposal (bilingual authorization, multiple subject, and education specialist mild to moderate support needs) participate in all of the courses described in the matrix except where otherwise noted.

Please note that when a P for practice is indicated, the bookmark is often to a reading, video, or other text. When this is the case Alder instructors incorporate reading discussion into their sessions using text discussion protocols, an example from ED 231E can be found [here](#). Additionally, instructors often have residents submit written analysis of texts as practice, an example of which can be found [here](#).

Furthermore, during class sessions, instructors engage residents in practicing with the strategies they read about or learned about via video prework. This can look like residents experiencing strategies and analyzing why they are effective for supporting literacy development, as well as practicing through strategy rehearsals and role plays with colleagues (for example: link to slides 23-33 in [this deck](#) and case study activities (for example: [slides 72-79](#) in same deck)

3.2 Coursework Coverage of Standard 7

Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5)

Alder GSE's vision statement is that "Outstanding teachers and leaders change students' lives and make the world better and more just." We believe that literacy instruction that changes students' lives and makes the world better and more just should be culturally and historically responsive and sustaining (Alim & Paris, 2017; Ladson-Billings, 2014; Muhammad, 2020) and evidence-based.

We also believe that our teachers must learn research- and evidence-based practices in literacy instruction to be able to change students' lives for the better. All of our teachers should learn and apply research-based theories of reading, writing, speaking, and listening development. For instance, teachers should be aware of the "simple view" of reading, that posits that comprehension occurs when readers can decode words and understand the language in the text (Gough & Tunmer, 1986). Our residents should be able to assess and teach foundational reading skills such as phonemic awareness, phonics, and spelling, as well as fluency, vocabulary, and comprehension (National Reading Panel (U.S.), 2000). Particularly in the upper elementary and secondary levels, residents should be able to recognize when students have difficulties in foundational skills, and should continue fluency, vocabulary, and comprehension work in discipline-specific and grade-appropriate ways (Boardman et al., 2008).

Residents should also understand evidence-based practices in developing the literacy skills of dyslexic students (Scarborough, 2001), multilingual learners (Goldenberg, 2020; Souto-Manning, 2016), and other striving students. In designing instruction, residents should leverage the supportive influence of oral language and discussion on reading and writing (Nystrand, 2006), incorporating opportunities for students to share, expand, and elaborate on ideas. Finally, residents should understand and apply motivational routines such as

student choice and relationship building, guided by the research base on the protective effect of student motivation on literacy development (Wigfield et al., 2016).

Alder's literacy faculty have been pleased to find strong alignment between these beliefs and the requirements of Teaching Performance Expectation 7 and have taken the opportunity to further augment our existing program to address these essential competencies and skills in literacy instruction. Below are descriptions and links to where each element of TPE 7.5 is *most clearly* evidenced or *most clearly* exemplified. The table above in 3.1 includes further places in Alder courses in which these concepts are developed and also shows where all elements appear in multiple subject, bilingual authorization, and education specialist pathways.

Print concepts, including letters of the alphabet are introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [ED 231E syllabus](#) and [ED 231E reading guide](#)).

Phonological awareness, including phonemic awareness, is introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [231E syllabus](#), [231E reading guide](#), and [231E lesson cycle assignment](#)).

Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences are introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [231E syllabus](#), [231E reading guide](#), and [231E lesson cycle assignment](#)).

Decoding and encoding, including morphological awareness, are introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [ED 231E syllabus](#) and [231E reading guide](#)).

Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), are introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [231E syllabus](#) and [231E reading guide](#)).

Instruction that is structured and organized as well as direct, systematic, and explicit, is introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [231E reading guide](#)).

Connected decodable text is introduced in ED 230 in the summer (see [session guide](#)) and further developed in ED 231 in the fall (see [231E reading guide](#)).

Instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax is introduced in ED 230 in the summer (see [syllabus](#)) and further developed in ED 231 in the fall (see [ED 231E syllabus](#) and [ED 231E reading guide](#)).

Advancing students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression is introduced in ED 230 in the summer (see sessions 2 & 3 in [syllabus](#)) and further developed in ED 231 in the fall (see module 3 in [ED 231E syllabus](#) and [231E reading guide](#)).

3.3 Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills

Provide direct links to evidence demonstrating how the program ensures that candidates are in settings that allow them opportunities to practice teaching students foundational skills. This documentation must include all the following:

3.3a. Communication/Agreement with Districts regarding clinical practice

– Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

- [Memorandum to LEA Partners](#) was sent to all Alder LEA partners in anticipation of the literacy shifts, including appropriate settings) for 2024-2025 and then the [MOU with LEA Partners](#) includes this information on an on-going basis for district and LEA partners.
- [Literacy Implementation Guidance](#) includes information for clinical faculty and cooperating teachers/mentors about the literacy performance assessment.

3.3b. Candidate Information

– Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

- Alder’s [Resident Handbook and Catalog](#) includes a description of literacy placements and clinical opportunities ([page 13](#)) and the required literacy performance assessment ([page 14](#)).

3.3c. Candidate Clinical Practice Opportunities

– Direct link(s) to locations in clinical practice observation tools/assessments to ensure that candidates are practicing teaching these skills and are being provided formative feedback to guide improvement.

- Lesson cycles in ED 231E include opportunities for residents to enact literacy teaching skills including assessment, teaching, and reflection under the guidance of their mentor teacher and course instructor. A sample of lesson cycles are below:
 - Module 1 Assignment: [Lesson cycle focused on phonemic awareness or phonics](#)
 - Module 2 Assignment: [Lesson segment focused on reading comprehension](#)
 - Module 3 Assignment: [Lesson cycle focused on effective expression](#)
- Alder’s fieldwork course includes [regular coaching cycles](#) from mentors and clinical faculty. Residents skills in the area of literacy teaching are evaluated through the [Alder Resident Evaluation](#), which includes evaluation of all elements of TPE7.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

4.1. Program/Coursework Coverage of TPEs

Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).

Alder's table 4.1 can be found in [Attachment Table 4.1](#). All three pathways involved in this proposal (bilingual authorization, multiple subject, and education specialist mild to moderate support needs) participate in all of the courses described in the matrix except where otherwise noted.

Note for readers: Please note that when a P for practice is indicated, the bookmark is often to a reading, video, or other text. When this is the case Alder instructors incorporate reading discussion into their sessions using text discussion protocols, an example from ED 231E can be found [here](#). Additionally, instructors often have residents submit written analysis of texts as practice, an example of which can be found [here](#).

Furthermore, during class sessions, instructors engage residents in practicing with the strategies they read about or learned about via video prework. This can look like residents experiencing strategies and analyzing why they are effective for supporting literacy development, as well as practicing through strategy rehearsals and role plays with colleagues (for example: link to slides 23-33 in [this deck](#) and case study activities (for example: [slides 72-79](#) in same deck)

4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice

a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:

4.2a. Communication/Agreement with Districts

Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

- [Memorandum to LEA Partners](#) was sent to all Alder LEA partners in anticipation of the literacy shifts, including the role and requirement for oral and written language (7.6, 7.7, and 7.8) for 2024-2025 and then the [MOU with LEA Partners](#) includes this information on an on-going basis for district and LEA partners.
- [Literacy Implementation Guidance](#) includes information for LEA partners, clinical faculty, and cooperating teachers/mentors about the requirement for placements with strong oral and written language instruction.

4.2b. Candidate Information

Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that

candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

- Alder's [Resident Handbook and Catalog](#) includes a description of literacy placements and clinical opportunities ([page 13](#)) and the required literacy performance assessment ([page 14](#)). Additionally, the critical nature of receptive and expressive language is described in the handbook on page 13 in the link to [Alder's Vision for TK-12 Language and Literacy Teacher Preparation](#).

4.2c. Candidate Clinical Practice Opportunities

Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

- Lesson cycles in ED 231M and E include opportunities for residents to enact literature, language, and comprehension pedagogies including assessment, teaching, and reflection under the guidance of their mentor teacher and course instructor. A sample of lesson cycles are below:
 - Module 2 Assignment: [Lesson segment focused on reading comprehension](#)
 - Module 3 Assignment: [Lesson cycle focused on effective expression](#)
- Alder's fieldwork course includes [regular coaching cycles](#) from mentors and clinical faculty. Residents skills in the area of literacy teaching are evaluated through the [Alder Resident Evaluation](#), which includes evaluation of all elements of TPE7.

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

5.1. Program/Coursework Coverage of TPEs

Submission of Table 5.1 (provided in the appendices) which includes specific TPEs related to diagnostic techniques that inform teaching and assessment as well as early intervention techniques. (See Appendix C-F as applicable to each credential program).

Alder's table 5.1 can be found in [Attachment Table 5.1](#). All three pathways involved in this proposal (bilingual authorization, multiple subject, and education specialist mild to moderate support needs) participate in all of the courses described in the matrix except where otherwise noted.

Note for readers: Please note that when a P for practice is indicated, the bookmark is often to a reading, video, or other text. When this is the case Alder instructors incorporate reading discussion into their sessions using text discussion protocols, an example from ED 231E can be found [here](#). Additionally, instructors often have residents submit written analysis of texts as practice, an example of which can be found [here](#).

Furthermore, during class sessions, instructors engage residents in practicing with the strategies they read about or learned about via video prework. This can look like residents experiencing strategies and analyzing why they are effective for supporting literacy development, as well as practicing through strategy rehearsals and role plays with colleagues (for example: link to slides 23-33 in [this deck](#) and case study activities (for example: [slides 72-79](#) in same deck)

5.2. Clinical Practice Opportunities

for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.

5.2 a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs

that include explicit reference to clinical practice settings that ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

- [Memorandum to LEA Partners](#) was sent to all Alder LEA partners in anticipation of the literacy shifts, including the role and requirement for diagnostic and early intervention techniques for 2024-2025 and then the [MOU with LEA Partners](#) includes this information on an on-going basis for district and LEA partners.
- [Literacy Implementation Guidance](#) includes information for LEA partners, clinical faculty, and cooperating teachers/mentors about the requirement for placements with opportunities to practice diagnostic and early intervention techniques.

5.2 b. Links to specific location(s) in candidate handbooks or materials

that describe for candidates what is expected of them with respect to learning and

practicing diagnostic techniques as well as early intervention techniques.

- Alder's [Resident Handbook and Catalog](#) includes a description of literacy placements and clinical opportunities ([page 13](#)) that include diagnostic and early intervention techniques.

5.2 c. Links to specific location(s) in clinical practice observation tools

to ensure that candidates are being provided opportunities to practice these skills and given feedback to guide improvement.

- Assignments and practice in ED 231E include opportunities for residents to diagnostic and early intervention techniques under the guidance of their mentor teacher and course instructor. A sample of lesson cycles are below:
 - [Mini Case Study in Phonemic Awareness](#)
 - [Mini Case Study in Phonics](#)
 - Module 1 Assignment: [Lesson cycle focused on phonemic awareness or phonics](#)
 - Module 4 Assignment: [Practice RICA case study](#)
- Alder's fieldwork course includes [regular coaching cycles](#) from mentors and clinical faculty. Residents skills in the area of literacy teaching are evaluated through the [Alder Resident Evaluation](#), which includes evaluation of all elements of TPE7.

○ Incorporation of California Dyslexia Guidelines

5.3 a. Coursework

Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).

Alder residents plan and implement evidence-based literacy instruction grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). Issues around dyslexia, and California's Dyslexia Guidelines are first introduced in [module 4 of SPED 200](#). In the fall, California Dyslexia Guidelines are reviewed and analyzed as part of [Module 4 in ED 231 E](#), which includes a special guest lecture from Daniel Silberstein, Education Specialist at the Diagnostic Center North, California Department of Education. All residents complete the [Introduction to Dyslexia](#) module from the UC/CSU Collaborative for Neurodiversity & Learning. Additionally, all residents read the guidelines and submit a [reading reflection](#) to demonstrate their understanding of the guidelines.

5.3 b. Coursework

Provide direct link(s) to specific location(s) in course syllabi where the content of the *California Dyslexia Guidelines* is clearly identified.

- [Module 4 of SPED 200](#)
- [Module 4 of ED 231E](#)

- [Reading Guide 6 in ED 231E](#)

5.3c. Clinical Practice

Explain how the program ensures that all candidates have opportunities in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to ensure that there are other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. Describe how the program is tracking the clinical practice experiences related to dyslexia that each candidate is provided.

Universal Design for Learning and multimodal instruction are emphasized across all Alder courses, including ED 230 and ED 231 M/E, the primary courses involved in preparing for working with students with dyslexia. The lesson cycle assignments from ED 231 M and E include multimodal clinical teaching with analysis through a lens of Universal Design for Learning. These lesson cycles include an analysis with the mentor teacher and review by course instructors (and must be successfully completed to pass courses. As described above, all residents complete the [Introduction to Dyslexia](#) module from the UC/CSU Collaborative for Neurodiversity & Learning. In order to track completion of these practice experiences related to dyslexia course instructors review [Reading Guide 6 in ED 231 E](#) which includes accountability around module completion.

Additionally, provide all of the following:

5.3d. Communication/Agreement with Districts

Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to students with dyslexia.

- [Memorandum to LEA Partners](#) was sent to all Alder LEA partners in anticipation of the literacy shifts, including the role and requirement for work with students with Dyslexia for 2024-2025 and then the [MOU with LEA Partners](#) includes this information on an on-going basis for district and LEA partners.
- [Literacy Implementation Guidance](#) includes information for LEA partners, clinical faculty, and cooperating teachers/mentors about the requirement for work with students with Dyslexia.

5.3e. Candidate Information

Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines.

- Alder's [Resident Handbook and Catalog](#) includes a description of literacy placements and clinical opportunities ([page 13](#)) that include work with students with Dyslexia.

5.3 f. Candidate Clinical Practice Opportunities

Direct link(s) to locations in clinical practice observation tools that document that candidates have opportunities to practice and be provided feedback on the skills identified in the California Dyslexia Guidelines.

- Lesson cycles in ED 231M and E include opportunities for residents to enact literacy teaching skills requiring a lens of Universal Design for Learning under the guidance of their mentor teacher and course instructor. A sample of lesson cycles are below:
 - Module 1 Assignment: [Lesson cycle focused on phonemic awareness or phonics](#)
 - Module 2 Assignment: [Lesson segment focused on reading comprehension](#)
 - Module 3 Assignment: [Lesson cycle focused on effective expression](#)
- Alder's fieldwork course includes [regular coaching cycles](#) from mentors and clinical faculty. Residents skills in the area of literacy teaching are evaluated through the [Alder Resident Evaluation](#), which includes evaluation of all elements of TPE7.
- Finally all residents complete the [Introduction to Dyslexia](#) module from the UC/CSU Collaborative for Neurodiversity & Learning. In order to track completion of these practice experiences related to dyslexia course instructors review [Reading Guide 6 in ED 231E](#).

Mild to Moderate Support Needs Table

All *Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs* programs must complete the following additional tables as appropriate to the credential offered.

Note for readers: Please note that when a P for practice is indicated, the bookmark is often to a reading, video, or other text. When this is the case Alder instructors incorporate reading discussion into their sessions using text discussion protocols, an example from ED 231E can be found [here](#). Additionally, instructors often have residents submit written analysis of texts as practice, an example of which can be found [here](#).

Furthermore, during class sessions, instructors engage residents in practicing with the strategies they read about or learned about via video prework. This can look like residents experiencing strategies and analyzing why they are effective for supporting literacy development, as well as practicing through strategy rehearsals and role plays with colleagues (for example: link to slides 23-33 in [this deck](#) and case study activities (for example: [slides 72-79](#) in same deck)

Mild to Moderate Support Needs Table