

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

5.1. Program/Coursework Coverage of TPEs

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning ;	EDU 4165.5165-Session 5 topics	EDU 4165.5165 Session 5 Class Discussion & connection to lesson planning	Specific Assessment EDU 4165.5165 Session 5 Fieldwork Homework- written reflection Broad Assessment EDU 4185.5185 Progress Monitoring Form (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 Final Evaluation Form (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);	<u>EDU 4165.5165 Session 5 topics</u>	<u>EDU 4165.5165 Session 5 -review MTSS, watch videos of teaching & identify tier of instruction</u>	<u>Specific Assessment</u> <u>EDU 4165.5165 Session 5 Fieldwork Homework- written reflection</u> <u>Broad Assessment</u> EDU 4185.5185 <u>Progress Monitoring Form</u> (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 <u>Final Evaluation Form</u> (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)
Plan and implement evidence-based literacy instruction (and integrated content and 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).	<u>EDU 4165.5165 Session 4 modules: introduction to Dyslexia</u>	<u>EDU 4165.5165 Session 5: class discussion of Session 4 modules</u>	<u>Specific Assessment</u> <u>EDU 4165.5165 Session 5 Fieldwork Homework- written reflection</u> <u>Broad Assessment</u> EDU 4185.5185 <u>Progress Monitoring Form</u> (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 <u>Final Evaluation Form</u> (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	<u>EDU 4165.5165-Session s 6 & 7- topics</u>	<u>EDU 4165.5165 Session 6 Fieldwork Homework & Class Discussion- assessment that guides literacy instruction</u> <u>EDU 4165.5165- Session 8- Practice using running records and ROAR screeners</u>	<u>Specific Assessment</u> <u>EDU 4165.5165 Session 6 Fieldwork Homework assessment</u> <u>Broad Assessment</u> EDU 4185.5185 <u>Progress Monitoring Form</u> (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 <u>Final Evaluation Form</u> (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)
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.	<u>EDU 4165.5165-Session s 6 & 7- introduce screening of dyslexia; students also complete (modules)</u>	<u>EDU 4165.5165-Sessions 6 & 7-discuss screening of dyslexia & role play in class</u>	<u>Specific Assessment</u> <u>EDU 5165- Session 8 Fieldwork Assignment</u> <u>Broad Assessment</u> EDU 4185.5185 <u>Progress Monitoring Form</u> (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 <u>Final Evaluation Form</u> (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Understand how to appropriately assess and interpret results for English learner students.	EDU 4165.5165-Session 6- Introduce & Discuss EL typologies	EDU 4165.5165-Session 7- Fieldwork Homework- discuss ELPAC score report with mentor teacher EDU 4165.5165-Session 6- Introduce & Discuss EL typologies	Specific Assessment EDU 4165.5165-Session 7 Written reflection about fieldwork homework Broad Assessment EDU 4185.5185 Progress Monitoring Form (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 Final Evaluation Form (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)
If indicated, 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 in inclusive settings; and initiate referrals for students who need more intensive support.	EDU 4165.5165: Session 8 Reading: CA Guide for Educating ELs with Disabilities EDU 4165.5165-Session 7 Module	EDU 4165.5165 Session 8 Class Discussion of CA Guide for Educating ELs with Disabilities EDU 4165.5165-Session 7 Discussion	Specific Assessment EDU 5165- Session 8 Fieldwork Assignment Broad Assessment EDU 4185.5185 Progress Monitoring Form (formative assessment of TPE 7 evidence in teaching) EDU 4185.5185 Final Evaluation Form (summative assessment of TPE 7 evidence in teaching, must score 3 or 4 to meet standard)

5.2. Clinical Practice Opportunities for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques

5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

Language added to MOU, also copied below:

3C. Screening and Diagnostic Techniques: The District agrees to make efforts, to the extent practicable, to provide candidates during their clinical practice with opportunities to learn about, and where possible, observe, how schools and teachers are utilizing screening and diagnostic techniques to inform teaching, assessment, and early intervention practices. These opportunities will align with the credential requirements and the Teaching Performance Expectations (TPEs) and standards, ensuring candidates gain relevant experience in these areas.

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

Two chapters in the Dominican Teacher Preparation Handbook explain program expectations around learning about and observing diagnostic and early intervention techniques:

- Chapter 2: Fieldwork Placement Requirements and Procedures; see [“School Participation for Fieldwork Placement”](#) section for detailed information
- Chapter 6: Support Team Characteristics; see [“Mentor/Support Teachers Will...”](#)

Candidates are required to read and discuss chapters from the Dominican Teacher Preparation Handbook, especially in the courses, [EDU 5180/5280- Preparation for Supervised Teaching](#).

5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

In Session 8 of EDU 4165.5165, *Teaching Reading*, which is a required literacy instruction course for all education specialist & multiple subject candidates, students complete and discuss the required fieldwork [assignment: Observe a Dyslexia Screening by a trained school personnel \(be prepared to discuss in class\)](#). During this same session, candidates have the opportunity to role play dyslexia screening & assessment. [In sessions 4 through 9 of EDU 4165.5165](#), candidates also read, discuss, and role play early intervention techniques described in the CA Dyslexia Guidelines chapters (assigned reading) and covered in the required modules provided by UC/CSU Collaborative for Neurodiversity and Learning.

5.3 Incorporation of California Dyslexia Guidelines

5.3a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates.

California Dyslexia Guidelines are a primary focus in two required literacy courses- EDU 4165.5165 (Teaching Reading) for all multiple subject & education specialist (mild/moderate) candidates and EDU 5265 (Literacy Across the Curriculum) for all single subject candidates. In these courses, students have assigned readings from the CA Dyslexia Guidelines and also complete assigned modules from the UC/CSU Collaborative for Neurodiversity & Learning. In EDU 4165.5165, *Teaching Reading*, all multiple subject and education specialist candidates are required to download the CA Dyslexia Guidelines & then have assigned readings to prepare for class discussions and activities. For example, students explore multiple chapters in Session 4, including chapters 1, 4, 6, & 13. Students then review & discuss these chapters in Session 5.

5.3b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.

For EDU 4165.5165, which is the required literacy instruction course for all multiple subject and education specialist candidates, CA Dyslexia Guidelines are a required resource. Additionally, the course has:

- Required modules from UC/CSU Collaborative for Neurodiversity & Learning (one example [here](#))
- Required readings & discussions from the CA Dyslexia Guidelines chapters (Example: Sessions 4 & 5)

***5.3c. Clinical Practice**

Explain how the program provides, to the extent practicable, opportunities for candidates 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 provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below)

In Session 8 of EDU 4165.5165, *Teaching Reading*, which is a required literacy instruction course for all education specialist & multiple subject candidates, students complete and discuss the required fieldwork [assignment: Observe a Dyslexia Screening by a trained school personnel \(be prepared to discuss in class\)](#). During this same session, candidates have the opportunity to role play dyslexia screening & assessment. This gives candidates in clinical practice settings an opportunity to observe and then practice strategies included in the CA Dyslexia Guidelines.

Additionally, provide all of the following evidence:

5.3d. Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

Language added to [MOU](#), also copied below:

3D. Dyslexia Guidelines: The District agrees, to the extent practicable, to provide candidates in clinical practice settings with opportunities to observe and apply concepts and strategies outlined in the California Dyslexia Guidelines. These opportunities will include direct observation of relevant practices, as well as supervised engagement in implementing instructional strategies designed to support 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.

Two chapters in the Dominican Teacher Preparation Handbook explain program expectations around the California Dyslexia Guidelines:

- Chapter 2: Fieldwork Placement Requirements and Procedures; see [“School Participation for Fieldwork Placement”](#) section for detailed information
- Chapter 6: Support Team Characteristics; see [“Mentor/Support Teachers Will...”](#)

Candidates are required to read and discuss chapters from the Dominican Teacher Preparation Handbook, especially in the courses, EDU 5180/5280- Preparation for Supervised Teaching.

***5.3f.** Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).

In Session 8 of EDU 4165.5165, *Teaching Reading*, which is a required literacy instruction course for all education specialist & multiple subject candidates, students complete and discuss the required fieldwork [assignment:Observe a Dyslexia Screening by a trained school personnel \(be prepared to discuss in class\)](#). During this same session, candidates have the opportunity to role play dyslexia screening & assessment. This gives candidates in clinical practice settings an opportunity to observe and then practice strategies included in the CA Dyslexia Guidelines.

Table 6. Additional Coverage of TPE 7 in Preliminary Education Specialist: Mild to Moderate Support Needs Program

In addition to the required coursework outlined in first five tables (i.e., shared coursework with the preliminary multiple subject program), candidates enrolled in the preliminary education specialist mild/moderate program are also required to take EDU 5304, Formal and Informal Assessment, which introduces them to the role of assessment data in planning instructional interventions for students with disabilities. The required courses, EDU 4165.5165 (*Teaching Reading*) and EDU 4185.5185 (*Supervised Teaching*) provide opportunities for education specialist candidates to practice MM/EX 7.1, 7.2, and 7.3. Assessment feedback is provided to candidates using CalTPA rubrics and peer review workshops focused on rubric results. See table 6 below for direct links to assignments in these syllabi.

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
MM/EX 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development	EDU 4165.5165 Session 5: MTSS readings EDU 4165.5165 Session 9 Reading: Ch. of CA Dyslexia Guide EDU 5304 Introduce through Module #9: Interpreting Assessment Results	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4185.5185- use assessment to complete CalTPA section for focus students needing instructional support in literacy	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4185.5185- use CalTPA rubric to assess focus student support with accommodations/modifications in response to assessment data; discuss feedback
MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.	EDU 4165.5165 Session 5: MTSS readings EDU 4165.5165 Session 9 Reading: Ch. of CA Dyslexia Guide EDU 4165.5165 Session 4 modules: introduction to Dyslexia	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4165.5165 Session 5: class discussion of Session 4 modules EDU 4185.5185- use assessment data to complete CalTPA section for focus students needing instructional support in literacy	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4185.5185- use CalTPA rubric to assess focus student support with accommodations/modifications in response to assessment data; discuss feedback

MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.	EDU 4165.5165 Session 5: MTSS readings EDU 4165.5165 Session 9 Reading: Ch. of CA Dyslexia Guide EDU 4165.5165 Session 4 modules: introduction to Dyslexia	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4165.5165 Session 5: class discussion of Session 4 modules	EDU 4165.5165 Session 5 Fieldwork Assignment EDU 4185.5185- use CalTPA rubric to assess focus student support with accommodations/modifications in response to assessment data; discuss feedback
---	---	---	--