Standard 7 Certification Requirements Template

Multiple Subject Credential Program: California State University Fullerton

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

Indicator: 2.1. 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.)

Narrative:
The Multiple Subject Credential Program (MSCP) prepares candidates to provide comprehensive, research-based instruction in reading and the language arts that is aligned with the literacy-related content standards and the *English Language Arts/English Language Development Framework*. As a result, candidates learn to engage students in meaning making to develop comprehension, develop an appreciation for and make use of a strong literature component as well as rich informational texts in their instructional programs, develop children's oral and written language. They also develop an understanding of and ability to teach vocabulary, build students' discipline-specific academic language and background knowledge, and increase students' fluency and listening, speaking, and viewing skills. An emphasis is placed on the importance of explicit, systematic instruction in foundational skills such as phonemic awareness, phonics, decoding, and spelling. At the end of the program, candidates are able to implement instruction to meet the needs of the full range of learners in the classroom, including Emergent Bilingual students/English learners through pedagogies that are asset-based and culturally and linguistically sustaining, promoting literacy development and drawing upon students' full linguistic repertoires. Candidates are able to monitor student progress in literacy development using a variety of assessment practices to identify potential reading and writing difficulties, including students at risk for dyslexia or other literacy-related disabilities and to support early intervention and instruction, collaborating with other school personnel to meet the needs of all learners.

Candidates study reading and the language arts in two courses in the program:

- **EDEL 433 - Language Arts and Reading Instruction in the Public Schools**
- **EDEL 429 - Integrated Curriculum and Instruction in the Elementary School**

The third course where literacy instruction is the primary focus is **EDEL 434 - Methods and Inquiry for Teaching ELs.** This course compliments EDEL 433 and 429 by introducing practicing and assessing intervention and differentiation practices that integrate language acquisition theory with literacy instruction. Candidates are required to reference and integrate ELA/ELD framework and ELD Standards in literacy and content instruction. This course includes an examination of first and second language acquisition and the implications of these as the basis for early literacy development, and strategies to support Emergent Bilingual students/English learners in the meaning-making and language development processes.

Plan for Implementation:
MSCP program faculty will continue to implement opportunities for teacher candidates to develop the knowledge and pedagogical skills needed to support students outlined in Standard 7 and TPE 7. MSCP faculty will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation.

Evidence:
- [MSCP Program Table](#) (Table 2.1)

Indicator: 2.2. 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 differs 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.

Narrative:
There were several committees established to facilitate the integration and implementation of Standard 7. Below is an outline of the various workgroups, meetings, and work completed during this review process:

- Literacy Team: The literacy team members are the course custodians for EDEL 433, 429, and 434, which are the methods courses whose primary focus is literacy and language acquisition - elements embedded within Standard 7. Team members include: Dr. Michelle Soto- Peña, faculty; Dr. Abigail Amoako- Kayser, faculty; Dr. Kim Norman, faculty; Dr. Hallie Yopp Slowik, faculty. We first crosswalked the course syllabi, signature assignment, and course documents with Standard 7 and TPE 7. We then identified evidence of Standard 7 and TPE 7 in each course. Lastly, we created an action plan to improve course alignment with standard 7 and TPE 7.

- Placement Coordinator: The placement coordinator will ensure that the [Mentor Teacher Website](#) is updated with TPE 7. Updates include - Observation Form, Reading Language Arts Performance Objectives Sheet, Evaluation Site links. Email will go out to all Fall 2024 Mentor Teachers with the Mentor Teacher website link. In the email, the placement coordinator will communicate about all 7 TPEs and how they are evaluated on the Student Teaching Evaluation and observed and supported during Fieldwork/Student Teaching.

- Multiple Subject Credential Program Coordinator: The clinical coach worked in partnership with the department chair to update the TPE fieldwork and student teaching evaluation and formal observation form.

Plan for Implementation:
- Literacy Team: After reviewing the program materials, the literacy team will collaborate as a team with the Placement Coordinator and Multiple Subject Credential Program Coordinator Coordinator to disseminate to school site partners and part-time faculty the Standard 7 documents at the start of the fall semester.

- Placement Coordinator: The placement coordinator will update EDEL program correspondence including Standard 7 requirements to mentor teachers and district partners. The placement coordinator will also update the CSUF EDEL mentor teacher website to reflect the most up to date information.

- Multiple Subject Credential Program Coordinator: The Multiple Subject Credential Program Coordinator has reserved time in the annual training sessions to update clinical coaches about the Standard 7 and TPE 7 requirements, including the updated TPE Final Evaluation Form.

Evidence:

- TPE Formal Observation form
- TPE Final Evaluation Form
- TPE 1-7 Document (Note: This document is used for instructors and Multiple Subject Credential Program Coordinators to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- Fieldwork and Student Teaching Handbook
- Mentor Teacher Website
- Clinical Practice Orientation Slide Deck

Indicator: 2.3. 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. If this response differs by pathway, please respond for each pathway. Document evidence in table.

Narrative: Faculty who teach the literacy courses are tenured or tenure-track faculty with a specialization in literacy instruction. Through monthly literacy team meetings, we analyzed all elements in both Standard 7 and TPE 7 to ensure that (1) we were abreast of the required expectations outlined in Standard 7 and (2) aligned courses to demonstrate Standard 7 and TPE 7 integration. Literacy Team Meetings included discussing course design, content, and updates as related to TPE 7 and Standards 7. Each member of the literacy team reviewed the requirements and aligned to student learning outcomes. Junior and Senior faculty have the opportunity to discuss assignments in the past and how they will be revised in the future to align to SB 488.

Plan for Implementation: All new incoming faculty teaching EDEL 433, 429, or 434 will be provided a course syllabus outlining core signature assignments, required readings, and program requirements including Standard and TPE 7. Course custodians will also mentor and support new faculty as they take on new course sections when needed.

Evidence:
- EDEL 433 Syllabus
- EDEL 434 Syllabus
- EDEL 429 Syllabus

Indicator: 2.4. 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. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

Narrative: The College of Education (COE) has spearheaded bi-weekly and/or monthly check-ins to provide updates on SB488 for college wide literacy instructors. During this time we discuss performance expectations, share resources, and discuss various plans for implementation. While no professional development has been provided to faculty outside of COE, EDEL literacy team plans to provide professional development to part-time faculty and community partners as needed or requested. The plan of implementation and professional support is similar for all credential pathways.

Plan for Implementation: Literacy team leads break up to attend various professional development opportunities (i.e. SCOE & West Ed) to acquire most up to date information on Standard 7 and TPE 7 literacy initiatives and disseminated knowledge to the whole group dept. meetings and/or literacy team meetings.

Community of learning - literacy team will continue to engage in monthly check-ins. One person will share a literacy approach implemented in the credential courses as it relates to Standard 7 and TPE 7.

Professional development can also include- staying current on research, policy, and practice from CTC, CDE, and other state materials (dyslexia guidelines, eld/ela standards, etc.)

Evidence: The corresponding links, documents, and webinars were used during ongoing professional learning communities.
- SCOE & West Ed
- https://ca-literacy-dyslexia-collab.ucla.edu/
- https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/resouce-guide-on-preparing-teachers-for-effective-literacy- instruction-final.pdf?sfvrsn=915d22b1_13

Indicator: 2.5. 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?

Narrative: The placement coordinator will take the lead in communicating with the mentor teachers and PK-12 partners regarding new SB 488 requirements. The academic advisor will work with the department chair to ensure the handbooks are updated annually and shared with partners. The literacy team will work to create a one-page FAQ document for all stakeholders.

Plan for Implementation: The *placement coordinator* will create a Mentor Teacher Information Sheet that is sent to all Mentor Teachers before the start of the semester. This will include all TPEs (including standard 7), as well as Mentor Teacher Requirements and Responsibilities.

Placement Coordinator communicates with districts, principals and mentor teachers to convey mentor teacher requirements and responsibilities via the [Mentor Teacher Webpage](). The placement coordinator would also update the Mentor Teacher Information Sheet on the Mentor Teacher Website. Updates include Observation Form, Reading Language Arts Performance Objectives Sheet, Evaluation Site links.

The *academic advisor* worked with faculty and the Department Chair to revise the MSCP handbook to reflect Standard 7 and TPE 7 updates. The updated document is included below: MSCP Handbook and Fieldwork and Student Teaching Handbook.

The *literacy team* is also planning to create a one-page FAQ for stakeholders based on their response to the Mentor Teacher Information Sheet. The FAQ will support the orientation presentation of the new programmatic changes with Standard 7 and TPE 7 and send tidbits to EDEL faculty (part-time and full-time) – (i..e this is how it is different, and what it means for instruction).

Evidence:
- [Mentor Teacher Information Sheet]()
- [MSCP Handbook]()
- [Fieldwork and Student Teaching Handbook]()
- [Mentor Teacher Website]()
- [TPE 1-7 Document]() (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- [Clinical Practice Orientation Slide Deck]()
- [Reading/Language Arts Performance Objectives]()

Indicator: 2.6. 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?

Narrative: All course custodians teaching prerequisites and credential courses did a crosswalk of their current courses, syllabi, and instructional materials with Standard 7 and TPE 7 objectives. Faculty then linked instructional evidence noting current alignment with various elements of standard 7. Course custodians include the literacy team members (EDEL 429 and 433), including faculty who teach EDEL 434-Methods and Inquiry for Teaching English Learners. Moreover, the literacy team updated courses Fall 2023 and Spring 2024 to align with both Standard 7 and TPE 7. The literacy team is composed of tenured and tenure-track faculty with a specific specialization in literacy instruction and language acquisition for multilingual/English learner students. They also collaborated to document evidence for review. Lastly, the *Clinical Coach Coordinator* and Chair met to revise and update the observation form to assess TPE 7 in student teaching observations. Members of the literacy team presented TPE 7 in the fall orientation for coaches to ensure they were prepared to support and assess student teaching candidates.

Plan for Implementation: In preparation for Fall 2024 courses, all faculty will note specific locations in course syllabus where Standard 7 is addressed. In addition, the TPE Formal Observation Form, the TPE Final Evaluation Form, and Fieldwork/ Student Teaching Handbook will include updated TPEs 1-7. The TPE Formal Observation Form will be used by clinical coaches to provide critical feedback during clinical practice

observations of teacher candidates. The TPE Final Evaluation Form will be used as a final assessment at the conclusion of each student teaching experience. In addition, TPE 7 is included in the Reading/Language Arts Performance Objectives sheet that is signed by course instructors, mentor teachers, and teacher candidates.

Evidence:
- TPE Formal Observation Form
- TPE Final Evaluation Form
- Fieldwork and Student Teaching Handbook
- TPE 1-7 Document (Note: This document is used for instructors and Multiple Subject Credential Program Coordinators to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching)
- Reading/Language Arts Performance Objectives
- See Course Syllabi

Indicator: 2.7. 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. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

Narrative: Please note the linked syllabi and evidence to the elements noted in indicator 2.7. Syllabi is included for literacy courses, EDEL 433 and EDEL 429 along with methods of English Language Learners in EDEL 434.

Plan for Implementation:
The ELA and Literacy Standards, ELD Standards and ELA/ELD framework will be introduced, practiced, and assessed in EDEL 434 and practiced in EDEL 429 and EDEL 433.

Evidence:
- EDEL 433 Syllabus
  - ELA Standards
  - ELD Standards
  - ELA/ELD Framework
  - Book Talk Research and Presentation
- EDEL 434 Syllabus
  - ELD Standards
  - ELA/ELD Framework - Module 6

- EDEL 429 Syllabus
  - ELA Standards
  - ELD Standards
  - ELA/ELD Framework
  - Module 2

Part 3 PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)

Indicator: 3.1 Program/Coursework Coverage of TPEs – Appendix C (Table 3.1) . Course coverage of Foundational Skills TPE 7.5 with links to specific content within course syllabi.

Narrative:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements - particularly TPE 7.5 foundational skills. Appendix C (Table 3.1) reflects Standard 7.5 analysis related to course coverage of foundational skills.

Faculty who teach the literacy courses are tenured or tenure-track faculty with a specialization in literacy instruction. Through monthly literacy team meetings, we analyzed all elements in both Standard 7 and TPE 7 to ensure that (1) we were abreast of the required expectations outlined in Standard 7 and (2) aligned courses to demonstrate Standard 7 and TPE 7 integration. Appendix C (Table 3.1) reflects our Standard 7.5 analysis. Appendix C (Table 3.1) provides links to specific content within the syllabi for EDEL 429 and EDEL 433. Information for how the program prepares candidates is reflected in coursework, assignments, and the Reading/Language Arts Performance Objectives sheet.

Plan for Implementation:
The literacy team will continue to implement opportunities for teacher candidates to learn, practice, and assess the study of systematic and explicit skills – phonemic awareness, phonics, and decoding – as referenced in Appendix C - Table 3.1. The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation and the CalTPA .

Evidence:
- Appendix C (Table 3.1)
- EDEL 433 Syllabus (bookmarked links within Appendix C, Table 3.1)
- EDEL 429 Syllabus (bookmarked links within Appendix C, Table 3.1)
- Reading/Language Arts Performance Objectives: Foundational Skills

Indicator: 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), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

Narrative: Students enrolled in the MSC program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements, including all components of TPE 7.5 - foundational skills.

First, EDEL 433 - Language Arts and Reading Instruction in the Public School is particularly focused on TPE 7.5. The course is designed to ensure that teacher candidates develop a strong foundation in **print concepts, including letters of the alphabet**, through **explicit instruction, structured opportunities for practice, and robust assessment measures**. The course aligns with research-based **early literacy instruction** and meets program standards by systematically integrating **print awareness, phonics instruction, and literacy assessments** into coursework.

Each course instructor uses shared texts and assignments that support teacher candidate knowledge, skills, and application of literacy instruction specific to foundational skills –such as the study of systematic and explicit skills including phonemic awareness, phonics, and decoding. For example, instructors introduce concepts through lecture materials and a shared text, Creating Literacy Instruction for All Students, including reading guides to scaffold student understanding in making sense of complex thoughts (see Appendix C- Table 3.1). Knowledge and skills are practiced and assessed through a variety of pedagogical practices: journal articles, view instructional videos, and participation in class lectures and activities, that support their understanding of phonemic awareness and phonics instruction and assessment. (see Appendix C - Table 3.1).

Specifically, teacher candidates are introduced to, practice, and are assessed in all the required foundational skills through readings, videos, lecture materials, demonstrations, and authentic classroom application as follows:

- Module 2: print concepts, including letters of the alphabet and letter-sound correspondence; decoding and encoding through emergent literacy; phonological awareness; structured, systematic, and explicit instruction.
- Module 4: definition and role of phonological awareness, including phonemic awareness; phonological awareness instruction and assessment; phonics and word structure concepts, terminology, and activities.
- Module 5: phonemic awareness and phonics instruction; assessment of a child's phonemic awareness and phonics knowledge, including interpretation of results and implications for instruction; phonics assessment, including letter knowledge, sound/symbol correspondence, and decoding
- Module 6: reading fluency – including accuracy, prosody, and rate; fluency assessment and instruction.
- Module 7: comprehension and the role of children's literature in literacy development, with a focus on meaning-making, language, and content knowledge.
- Module 8: ensuring equitable access to literature by exploring instructional decision-making, differentiated instruction, and the Multi-Tiered System of Supports (MTSS) to engage all learners effectively.

As outlined above, teacher candidates develop their understanding of foundational skills to provide instruction for all students, including bilingual/multilingual learners and neurodivergent learners. The foundational skills are practiced and assessed through activities such as the Assessment of a Primary-Grade Students Phonemic Awareness and Phonics Knowledge, including interpretation of results and development of

an instructional plan; Phonics/Word Structural Analysis Exam; Fluency Instruction Demonstrations as well as weekly activities and demonstrations such as Book Talk Research and Presentations.

Second, in EDEL 429, Integrated Curriculum and Instruction in the Elementary School, teacher candidates gain additional knowledge and practice of foundational skills through readings, videos, lecture materials, and demonstrations as follows:
- Module 2: elements for understanding increasingly complex texts; CA ELA/ELD Framework and Standards
- Module 3: analysis of text structure and features in expository texts, disciplinary literacy through morphology, syntax, and semantics, and the use of AI tools to generate and analyze text complexity in expository texts; application of understanding of complex texts in expository writing
- Module 4: vocabulary development, knowledge, and application by exploring multifaceted vocabulary instruction, general and domain-specific vocabulary, and strategies for integrating complex informational language into reading and writing to enhance comprehension and expression.
- Module 6: primary-grade writing instruction, emphasizing capitalization, punctuation, sentence spacing, and handwriting strategies while highlighting the connection between letter formation, sentence fluency, and decoding skills.
- Module 7: direct, systematic, and explicit instruction; the foundations of writing and spelling, emphasizing the connection between reading skills, phonemic awareness, and letter-sound relationships in writing development. Key topics include explicit handwriting instruction, spelling assessment, sentence construction, and multi-sensory strategies to reinforce letter formation, writing fluency, and spelling accuracy.

Third, teacher candidates practice and are assessed on their instructional knowledge of and the teaching of foundational skills with public school student populations through clinical fieldwork and student teaching experiences: EDEL 438 (fieldwork) and EDEL 439 (Student Teaching).

Finally, all candidates must complete a Reading/Language Arts Performance Objectives form, which lists the specific competencies (including foundational skills) candidates must demonstrate over the course of their two or three semesters in the program. This form requires signature confirmation from university course instructors (EDEL 433 and EDEL 429), clinical coaches, mentor teachers, and the candidates themselves verifying the achievement of these objectives.

Plan for Implementation:
The literacy team will continue to implement opportunities for teacher candidates to learn, practice, and assess the study of systematic and explicit skills – phonemic awareness, phonics, and decoding – as referenced in Appendix C - Table 3.1. The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation and the CalTPA .

Evidence:
- Appendix C (Table 3.1)
- EDEL 433 Syllabi (bookmarked links within Appendix C, Table 3.1)
- EDEL 429 Syllabus (bookmarked links within Appendix C, Table 3.1)
- Reading/Language Arts Performance Objectives: Selected Foundational Skills

Indicator: 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 MOUS 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.

Narrative:
The [Reading/Language Arts Performance Objectives](#) sheet is required of all teacher candidates. Course instructors, mentor teachers, and clinical coaches are required to sign that specific objectives (e.g., [foundational skills](#)) have been taught and practiced during fieldwork/student teaching. In addition, the Mentor Teacher Information Sheet, Mentor Teacher Website, and Clinical Practice Orientation Slide Deck are provided to mentor teachers with additional information related to foundational skills and TPE 7. The [TPE Formal Observation Form](#) is used by clinical

coaches to provide feedback to teacher candidates related to instructional practice. A District Letter and MOU are provided to district partners that outline information that is required of school sites for candidates to practice teaching literacy foundational skills.

Plan for Implementation:
The Mentor Teacher Information Sheet and Mentor Teacher Website are sent via email to partnering districts upon initial placement requests. Once fieldwork/student teaching placements are confirmed, this information is emailed to mentor teachers and principals. This information is further communicated during Orientation/Meet and Greet sessions with teacher candidates, clinical coaches, block leaders, and mentor teachers at the beginning of each semester. The Reading/Language Arts Performance Objectives sheet requires aligning course work with clinical practice and signatures from teacher candidates, mentor teachers, and course instructors.

Evidence:
- Reading/Language Arts Performance Objectives
- Fieldwork and Student Teaching Handbook
- Mentor Teacher Website
- Mentor Teacher Information Sheet
- District Letter
- TPE Formal Observation Form
  - Effective Literacy Instruction for All Students
  - Specific sub-TPEs (TPE 7) in Observation document
- TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- Sample MOU to District Partners
- Clinical Practice Orientation Slide Deck

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.

Narrative:
Students enrolled in the MSCP program at CSUF receive the MSCP Handbook and Fieldwork/Student Teaching Handbook at orientation. The MSCP Handbook outlines important information about the program and coursework while the Fieldwork/Student Teaching Handbook provides specific information related to fieldwork and student teaching in public schools. The updated MSCP Handbook and Fieldwork/Student Teaching Handbook provides information related to TPEs 1-7, performance assessments, and requirements during clinical practice (as seen and linked in listed evidence below). In addition, the Reading/Language Arts Performance Objectives form, TPE Formal Observation form, and the TPE Final Evaluation Form is required during both semesters of student teaching.

Plan for Implementation:
The Block Leader for each cohort discusses the content and expectations within both of these handbooks at the beginning of the semester. The teacher candidates then sign the last page of the document indicating they have read it and will abide by the information. Literacy course

instructors provide information about how to use the Reading/Language Arts Performance Objectives sheet during clinical practice and what signatures are required. Clinical coaches use the TPE Formal Observation Form to provide feedback during fieldwork/student teaching observations. Clinical coaches and Mentor Teachers complete the TPE Final Evaluation form at the conclusion of each student teaching experience.

Evidence:
- MSCP Handbook
    - Literacy Standards and TPEs 1-7
- Fieldwork and Student Teaching Handbook
    - Literacy Standards and TPE 7
    - MTs supporting TCs to practice TPE 7
- TPE Formal Observation Form
- Reading/Language Arts Performance Objectives
- TPE Final Evaluation Form
    - Form included Fieldwork and Student Teaching Handbook
- TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).

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.

Narrative:
Students enrolled in the MSCP program at CSUF receive the MSCP Handbook and Fieldwork/Student Teaching Handbook at orientation that includes links to clinical observation/tools and assessments (as seen and linked in listed evidence below). The Reading/Language Arts Performance Objectives sheet is required to align coursework with clinical practice. This information is also posted on a Canvas website with other resources from their clinical coach. The TPE Formal Observation Form and TPE Final Evaluation form are both reinforced and communicated by Block leaders and are included in the Fieldwork Student Teaching Handbook.

Plan for Implementation:
The Block Leader for each cohort discusses content and expectations related to observation tools/assessments at multiple times during each semester via emails. Multiple Subject Credential Program will provide more specific information and support during Zoom sessions and pre/post observation conferences. The Reading/Language Arts Performance Objectives sheet is required to align coursework with clinical practice and must be signed by course instructors, mentor teachers, and teacher candidates.

Evidence:
- Fieldwork and Student Teaching Handbook
    - Formal Observation Form (formative feedback to guide improvement)

- ■ [Effective Literacy Instruction for All Students](#)
- ■ [Specific sub-TPEs (TPE 7) in Observation document](#)
  - ○ [Reading/Language Arts Performance Objectives](#)
  - ○ [TPE Final Evaluation Form](#)
  - ○ [TPE 1-7 Document](#)
  - ○ [Literacy Standards and TPE 7](#)

Part 4 PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Indicator: 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.

Narrative:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements - particularly TPE 7.6, 7.7, and 7.8 literature, language, and comprehension.

These courses are designed spiral key concepts of literacy instruction. While EDEL 433 has a specific focus on foundational skills, EDEL 429 dives deeper into comprehension and writing with expository texts. Each course instructor uses a shared text and signature assignment that helps support teacher candidate knowledge, skills, and application of literacy instruction specific to foundational skills. Each instructor introduces the concept using a shared text, [Creating Literacy Instruction for All Students](#). Instructors then provide a reading guide to scaffold student understanding in making sense of complex thoughts (see [Appendix C, Table 4.1](#)). Knowledge and skills are then practiced and assessed through a variety of pedagogical practices: journal articles, view instructional videos, and participate in class lectures and activities that support their understanding of phonemic awareness and phonics instruction (see [Appendix C, Table 4.1](#)).

EDEL 434, also introduces, practices, and assesses teacher candidates ability to integrate ELA/ELD framework and ELD standards to support a balance of oral and written language. Teacher candidates design a Language Acquisition Action Plan to support a case study student's ability to meet the identified goals. The Language Acquisition Action Plan must be inclusive of Integrated and Designated ELD activities that incorporate knowledge of the ELA/ELD framework, Integrated and designated ELD, CA ELD Standards, and CA CCSS (see [Appendix C, Table 4.1)](#).

Plan for Implementation:

The literacy team will continue to implement opportunities for teacher candidates to learn, practice, and assess TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language as referenced in [Appendix C, Table 4.1](#) . The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve

pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation and the CalTPA .

Evidence:
- Appendix C, Table 4.1
- Reading/Language Arts Performance Objectives (multiple objectives address this component)
  - TPE 7.6
  - TPE 7.7
  - TPE 7.8
- EDEL 433 Syllabus (bookmarked links within Appendix C, Table 4.1)
- EDEL 434 Syllabus (bookmarked links within Appendix C, Table 4.1)
- EDEL 429 Syllabus (bookmarked links within Appendix C, Table 4.1)

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 and 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.

Narrative:
Students enrolled in the MSCP program at CSUF will have two different student teaching and fieldwork placements. Districts are informed of TPE 7.6, 7.7, and 7.8 requirements via a District Letter and MOU document. Mentor Teachers are also provided with information on the Mentor Teacher Website and the Mentor Teacher Information Sheet that includes a link to the Fieldwork and Student Teaching Handbook, Reading/Language Arts Performance Objectives, TPE Formal Observation Form, and TPE Final Observation Form.

Plan for Implementation:
Mentor Teachers - Training will be conducted at the Meet and Greet virtual meeting at the beginning of each semester. During this meeting, there is a Clinical Practice Orientation Slide Deck presented.. The Mentor Teacher Information Sheet and the Mentor Teacher Web Site will be introduced for future resources and reference.
Districts - District letters and MOUs are provided to all district partners once placements are made each semester.

Evidence:
- Mentor Teacher Information Sheet
- Reading/Language Arts Performance Objectives (multiple objectives address this component)

- Fieldwork and Student Teaching Handbook
- TPE Final Evaluation Form
- TPE Formal Observation Form
- Mentor Teacher Website
- District Letter
- Sample MOU to District Partners
- TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- Clinical Practice Orientation Slide Deck

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.

Narrative:
Students enrolled in the MSCP program at CSUF receive the MSCP Handbook and Fieldwork/Student Teaching Handbook at orientation. The MSCP Handbook outlines important information about the program and coursework while the Fieldwork/Student Teaching Handbook provides specific information related to fieldwork and student teaching in public schools. This (Fieldwork/Student Teaching) handbook also includes links to the Formal Observation Form, Reading/Language Arts Performance Objectives, TPE Final Evaluation Form, TPE 1-7 document, and an explanation of Literacy Standards and TPE 7. The links provided and listed below are direct links to specific locations in the Fieldwork/Student Teaching Handbook and the MSCP Handbook.

Plan for Implementation:
The Block Leader for each cohort discusses the content and expectations within both of these handbooks at the beginning of the semester. The teacher candidates then sign the last page of the document indicating they have read it and will abide by the information. The Handbook is posted on the Mentor Teacher Website for mentor teachers and on the Canvas site for clinical coaches.

Evidence:
- Fieldwork and Student Teaching Handbook
  - Formal Observation Form
  - Reading/Language Arts Performance Objectives (multiple objectives address this component)
  - TPE Final Evaluation Form
  - TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
  - Literacy Standards and TPE 7
- MSCP Handbook

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.

Narrative:
Students enrolled in the MSCP program at CSUF receive the MSCP Handbook and Fieldwork/Student Teaching Handbook that includes the observation tools that candidates will be using during their clinical practice. The links listed below (evidence) include specific location(s) in clinical practice observation tools that ensure candidates are practicing and teaching these skills and are provided formative feedback to guide improvement. Particularly, clinical coaches have meetings with teacher candidates to go over the Formal Observation Form and focus areas during fieldwork and student teaching. At the end of each student teaching assignment, clinical coaches and mentor teachers complete the TPE Final Evaluation Form to provide feedback related to TPE and subject-area competencies.

Plan for Implementation:
Block leaders and clinical coaches go over the expectations and information included on the TPE Formal Observation Form. The mentor teachers are presented with this same information at the Meet and Greet that includes the Orientation Slide Deck at the beginning of each semester. This information is also posted on the Mentor Teacher Information Sheet and Mentor Teacher Website.

Evidence:
- Fieldwork and Student Teaching Handbook
  - Formal Observation Form
  - TPE Final Evaluation Form

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

Indicator: 5.1 Program/Coursework Coverage of TPEs – Submission of Table Appendix C - Table 5.1 which includes specific TPEs related to diagnostic techniques that inform teaching and assessment as well as early intervention techniques.

Narrative: Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements - particularly TPE 7.2 and 7.10.

These courses are designed to spiral key concepts of literacy instruction. For example, in EDEL 433, students are introduced to foundational knowledge of reading and literacy development, including foundational skills of phonological awareness, the alphabetic principle, and phonics. This is coupled with an introduction to various assessment strategies (informed by the RTI model) and diagnostic screening techniques (see Appendix C - Table 5.1). After reviewing (I), and assessing phonemic awareness of young readers (P, A) and phonics (P, A) using assessments aligned with the types of diagnostic screening resources presented in UC/CSU Collaborative, teacher candidates engage in various reflective exercises (reading response, class discussion, reflections) to determine next steps of intervention and support for young learners. EDEL 429 - then builds on the knowledge introduced in EDEL 433 by introducing students to the concept of fluency and assessing and building fluency

amongst elementary readers. Candidates extend their understanding of phonics and decoding developed in EDEL 433 as they examine spelling assessment and instruction in EDEL 429.

Plan for Implementation: Literacy custodians and core literacy faculty will continue to collaborate to evaluate course materials and instruction in response to CDE and CCTC (i.e., list of screening tools and resources in English and multiple languages referenced in SB [488 office hour notes](#)).

Evidence:
- [Appendix C - Table 5.1](#) (includes direct links to specific locations in course syllabi)
- [EDEL 433 Syllabus](#) (bookmarked links within Appendix C, Table 5.1)
- [EDEL 429 Syllabus](#) (bookmarked links within Appendix C, Table 5.1)
- [488 office hour notes](#)
- [UC/CSU Collaborative Screening & Assessment Module](#)
- [Reading/Language Arts Performance Objectives](#)

Indicator: 5.2. Clinical Practice Opportunities for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques.

5.2a. Direct link to location(s) in sample MOUS 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.

Narrative:
District partners and participating schools (principals and mentor teachers) are provided with a District letter and Clinical Practice Orientation Slide Deck link that includes information related to literacy standards, TPE 7, and expectations of teacher candidates, including opportunities to practice diagnostic techniques that inform teaching, assessment, and early intervention techniques.

Plan for Implementation:
District partners and participating schools (principals and mentor teachers) are provided with a District letter and Clinical Practice Orientation Slide Deck link at an early semester meeting that includes information related to literacy standards, TPE 7, and expectations of teacher candidates. The *literacy team* is planning to create a resource page discussing Standard 7, TPE 7, and diagnostic assessments in the field. The resource page will be informed by stakeholders' needs. The literacy team will also create an orientation presentation presenting information specific to diagnostic assessments. The information will be informed by the most up to date guidance provided by the CCTC [488 office hour notes](#).

Evidence:
- [488 office hour notes](#)
- [CA Dyslexia Collaborative](#)

- District Letter
  - Opportunities for monitoring and how to screen
  - Clinical practice settings; opportunities to practice screening, diagnostic techniques, assessment, early intervention techniques
- Sample MOU to District Partners
- Clinical Practice Orientation Slide Deck

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 and practicing diagnostic techniques as well as early intervention techniques.

Narrative:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements. In addition, information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook.

Plan for Implementation:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements. In addition, information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook that are given to teacher candidates at the beginning of Semester 1 where they are required to read both handbooks and provide a signature and date indicating that they read the documents and will adhere to requirements of the program.

Evidence:
- MSCP Handbook
  - Monitor Student Progress and Screen for Potential Reading Difficulties
  - Screening and diagnostic techniques
- Fieldwork and Student Teaching Handbook
  - Practice screening and diagnostic techniques that inform teaching, assessment, and early intervention techniques
  - Formal Observation Form
  - TPE Final Evaluation Form: Monitoring Students' Progress of Literacy Development
  - TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
  - Literacy Standards and TPE 7

5.2c. 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.

Narrative:

Students enrolled in the MSCP program at CSUF receive the MSCP Handbook and Fieldwork/Student Teaching Handbook at orientation. The [MSCP Handbook](#) outlines important information about the program and coursework while the [Fieldwork/Student Teaching Handbook](#) provides specific information related to fieldwork and student teaching in public schools. This handbook also includes links to the Formal Observation Form, Reading/Language Arts Performance Objectives, TPE Final Evaluation Form, TPE 1-7 document, and an explanation of Literacy Standards and TPE 7. Specific location(s) in the clinical practice observation tools to ensure that candidates are being provided opportunities to practice these skills and given feedback to guide improvement are linked below in the evidence list.

Plan for Implementation:
Information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook that are given to teacher candidates at the beginning of Semester 1 where they are required to read both handbooks and provide a signature and date indicating that they read the documents and will adhere to requirements of the program. The Block Leader for each cohort discusses the content and expectations within both of these handbooks at the beginning of the semester. The teacher candidates then sign the last page of the document indicating they have read it and will abide by the information. The Handbook is posted on the Mentor Teacher Website for mentor teachers and on the Canvas site for clinical coaches.

Evidence:

- [Formal Observation Form](#)
- [TPE Final Evaluation Form](#)
- [TPE 1-7 Document](#) (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).

Indicator: 5.3 Incorporation of California Dyslexia Guidelines [Appendix C Table 5.3](#)

Faculty-Led Course Restructuring for Incorporation of California Dyslexia Guidelines
Our faculty engaged in collaborative meetings to assess and refine the structure of our courses, ensuring that the California Dyslexia Guidelines were introduced at the most logical and instructionally sound point in our teacher preparation program. Through these discussions, we determined that EDEL 433 was the most appropriate course for embedding structured literacy instruction, as this is where foundational literacy concepts—phonology, orthography, phonics, morphology, syntax, and semantics—are systematically introduced.
By making this shift, we created a scaffolded approach to literacy instruction, allowing candidates to first develop a deep understanding of literacy concepts before applying them to dyslexia screening and intervention planning. As outlined in Table 5.3, candidates engage in:
- Screening for Dyslexia: Identifying characteristics of reading difficulties and interpreting assessment data.
- Differentiated Instruction through MTSS: Developing targeted support plans for students at risk for dyslexia.
- Comprehensive Collaboration with Special Education: Engaging in in-class simulations to practice collaboration between general and special education teachers.
This restructuring ensures that teacher candidates are better equipped to implement evidence-based literacy practices and effectively support students with dyslexia in diverse educational settings.

Narrative: In [EDEL 433](#): Language Arts and Reading Instruction in the Elementary School, candidates read/view the California Dyslexia Guidelines, complete the UC/CSU Dyslexia Module, and engage in class discussion. These resources support understanding of dyslexia,

including definition, characteristics of individuals at risk for and with dyslexia, and suggestions for working with families. (see Appendix C Table 5.3). They then apply their knowledge from the Dyslexia Guidelines and learning modules through a case study analysis where they analyze literacy challenges and design targeted intervention strategies that address phonology, orthography, phonics, and morphology. Candidates engage in critical discussions on dyslexia and inclusive literacy practices, contributing to a peer discussion board with evidence-based reflections. Additionally, they conduct fieldwork literacy assessments, bringing their findings to class to inform discussions on supporting students at risk of dyslexia.

EDEL 434 offers opportunities for TCs to assess and interpret English learners' language proficiency assess using tools like the SOLOM Assessment, and ELPAC Testing. Candidates analyze assessment data to identify student strengths and needs, then develop targeted support plans and apply assessment-driven instruction during fieldwork and student teaching. candidates are also taught to their own pedagogical practices using the Shadow Assessment, to improve integrated and designated language development instruction (see Appendix C Table 5.3).

Plan for Implementation:
The literacy team will continue to implement opportunities for teacher candidates to develop the knowledge and pedagogical skills needed to support students with dyslexia using the California Dyslexia Guidelines – as referenced in Appendix C Table 5.3. The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation and the CalTPA .

Evidence:

- [Appendix C Table 5.3](#)
  - [EDEL 433 Syllabus](#)
  - [Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines](#)
  - [Understand how to use screening](#)
- [California Dyslexia Guidelines](#)
- [CSU/UC Collaborative Dyslexia Module](#)

Indicator: 5.4a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates. (300 words or less).

Narrative: The California Dyslexia Guidelines are embedded throughout the program to ensure that all teacher candidates can identify, assess, and support students with dyslexia using research-based practices. Candidates engage in case study analyses and structured literacy interventions that align with explicit, systematic, cumulative, and multimodal instruction, as outlined in the guidelines. Additionally, candidates complete phonemic awareness and phonics assessments to determine a student's literacy needs, ensuring that instruction is appropriately scaffolded. The program also emphasizes Universal Design for Learning (UDL) and targeted literacy supports, equipping candidates with evidence-based strategies to provide effective, differentiated instruction for students with dyslexia in inclusive classrooms.

In EDEL 433: Language Arts and Reading Instruction in the Elementary School, candidates read/view the California Dyslexia Guidelines, complete the UC/CSU Dyslexia Module and various modular resources. These resources support understanding of dyslexia, including definition, characteristics of individuals at risk for and with dyslexia, and suggestions for working with families. (see Appendix C Table 5.3). They then apply their knowledge from the Dyslexia Guidelines and learning modules through a case study analysis where they analyze literacy challenges and design targeted intervention strategies that address phonology, orthography, phonics, and morphology. Candidates engage in critical discussions on dyslexia and inclusive literacy practices, contributing to a peer discussion board with evidence-based reflections. Additionally, they conduct fieldwork literacy assessments, bringing their findings to class to inform discussions on supporting students at risk of dyslexia. At the end of the course candidates engage in a co-teaching simulation with education specialists where they engage in case study analyses and structured literacy interventions that align with explicit, systematic, cumulative, and multimodal instruction, as outlined in the guidelines.

Plan for Implementation:
The literacy team will continue to implement opportunities for teacher candidates to develop the knowledge and pedagogical skills needed to support students at risk for and with dyslexia using the California Dyslexia Guidelines – as referenced in Appendix C Table 5.3. The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation.

Evidence:

- [Appendix C Table 5.3](#)
- [EDEL 433 Syllabus](#)
- [California Dyslexia Guidelines](#)
- [CSU/UC Collaborative Dyslexia Module](#)

Indicator: 5.4b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.

Narrative: In EDEL 433: Integrated Curriculum and Instruction in the Elementary School, candidates read/view the California Dyslexia Guidelines, complete the UC/CSU Dyslexia Module, and engage in class discussion. These resources support understanding of dyslexia, including definition, characteristics of individuals at risk for and with dyslexia, and suggestions for working with families. (see Appendix C Table 5.3).

Our program integrates and Dyslexia Guidelines in EDEL 433 in the following ways:
Introduction of Dyslexia Guidelines
- Introduction to Dyslexia Module (Online Resource):
  - Explore the California Dyslexia Guidelines and structured literacy principles.

Analysis of Dyslexia Guidelines
- Case Study Analysis: Addressing Literacy Challenges in Diverse Classrooms:
  - Review case study profiles of students with dyslexia-related challenges.
  - Identify targeted interventions aligned with structured literacy principles (explicit, systematic, cumulative, multimodal) as recommended in the Dyslexia Guidelines.
- Discussion Board: Making Sense of Dyslexia:
  - Engage in critical reflection on inclusive literacy practices and the role of Dyslexia Guidelines in supporting students.

Application of Dyslexia Guidelines
- Fieldwork: Literacy Assessment Exploration:
  - Conduct a literacy assessment at a school site and reflect on findings in relation to dyslexia assessment and support as outlined in the Dyslexia Guidelines.
- Creating a Support Plan for Case Study Students (Collaborative Group Assignment):
  - Develop a differentiated support plan for students, including those with dyslexia, following Dyslexia Guidelines for instruction.
  - Implement multimodal literacy supports based on structured literacy approaches.
  - Incorporate Universal Design for Learning (UDL) and English Language Development (ELD) scaffolds to ensure accessibility for all learners, including those with dyslexia.
- Emphasizing Inclusive Instructional Strategies:
  - Apply cross-collaboration with special education and literacy specialists to support students with dyslexia using research-based strategies from the Dyslexia Guidelines.

Plan for Implementation:

The literacy team will continue to implement opportunities for teacher candidates to develop the knowledge and pedagogical skills needed to support students at risk for and with dyslexia using the California Dyslexia Guidelines – as referenced in Appendix C Table 5.3. The literacy team will continue ongoing professional learning communities to stay abreast of current research and improve pedagogical practices for pre-service teachers and engage in continuous improvement in response to data from student teaching TPE evaluation.

Evidence:
- Appendix C - Table 5.1
- Appendix C - Table 5.3
- EDEL 433 Syllabus - California Dyslexia Guidelines (Module 3)
- UC/CSU Collaborative's Introduction to Dyslexia Module

5.4c. 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.

Narrative:
Our faculty engaged in collaborative meetings to assess and refine the structure of our courses, ensuring that the California Dyslexia Guidelines were introduced at the most logical and instructionally sound point in our teacher preparation program. Through these discussions, we determined that EDEL 433 was the most appropriate course for embedding structured literacy instruction, as this is where foundational literacy concepts—phonology, orthography, phonics, morphology, syntax, and semantics—are systematically introduced.

By making this shift, we created a scaffolded approach to literacy instruction, allowing candidates to first develop a deep understanding of literacy concepts before applying them to dyslexia screening and intervention planning. As outlined in Table 5.3, candidates engage in:

- Screening for Dyslexia: Identifying characteristics of reading difficulties and interpreting assessment data.
- Differentiated Instruction through MTSS: Developing targeted support plans for students at risk for dyslexia.
- Comprehensive Collaboration with Special Education: Engaging in in-class simulations to practice collaboration between general and special education teachers.

This restructuring ensures that teacher candidates are better equipped to implement evidence-based literacy practices and effectively support students with dyslexia in diverse educational settings.

Table 5.3 also highlights the various opportunities Candidates are offered to practice the concepts and strategies included in the California Dyslexia Guidelines should experience not naturally emerge in student teaching. Learning experiences include:

Application of Dyslexia Guidelines
- Fieldwork: Literacy Assessment Exploration:
  - Conduct a literacy assessment at a school site and reflect on findings in relation to dyslexia assessment and support as outlined in

the Dyslexia Guidelines.
- Creating a Support Plan for Case Study Students (Collaborative Group Assignment):
  - Develop a differentiated support plan for students, including those with dyslexia, following Dyslexia Guidelines for instruction.
  - Implement multimodal literacy supports based on structured literacy approaches.
  - Incorporate Universal Design for Learning (UDL) and English Language Development (ELD) scaffolds to ensure accessibility for all learners, including those with dyslexia.
- Emphasizing Inclusive Instructional Strategies:
  - Apply cross-collaboration with special education and literacy specialists to support students with dyslexia using research-based strategies from the Dyslexia Guidelines.

Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements along with TPE 1.10 that focuses on formative practices, ongoing monitoring, and diagnostic techniques. While in fieldwork and student teaching, they have opportunities to practice these skills as part of instruction and co-teaching. Opportunities to practice these skills are explained in the MSCP Handbook and the Fieldwork and Student Teaching Handbook. The skills are practiced and evidence is recorded on the the Reading/Language Arts Performance Objectives form, the TPE Formal Observation Form, and the TPE Final Evaluation (which are linked within the handbooks). The evidence list below includes direct links to the forms for clinical practice settings.

Plan for Implementation:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 along with TPE 7.10. Information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook that are given to teacher candidates at the beginning of Semester 1. The TPE Formal Observation Form to provide feedback from clinical coaches includes TPE 7 as does the TPE Final Evaluation completed by clinical coaches and mentor teachers at the conclusion of each student teaching experience. These documents are organized to provide opportunities to practice these skills with feedback from clinical coaches and mentor teachers.

Evidence:
- [Formal Observation Form](#)
- [TPE Final Evaluation Form](#)
- [TPE 1-7 Document](#) (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- [Literacy Standards and TPE 7](#)

5.4d. 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.

Narrative:
District partners and participating schools (principals and mentor teachers) are provided with a District letter and Clinical Practice Orientation Slide Deck link that includes information related to literacy standards, TPE 7 (including TPE 7.10), and expectations of teacher candidates related to clinical practice settings and students with dyslexia. In addition, mentor teachers are provided with a Mentor Teacher Information Sheet and Mentor Teacher Website that provides specific information and links to criteria for teacher candidate practice during student teaching.

Plan for Implementation:
District partners and participating schools (principals and mentor teachers) are provided with a District letter and Clinical Practice Orientation Slide Deck link at an early semester meeting that includes information related to literacy standards, TPE 7 (including 7.10), and expectations of teacher candidates. The literacy team will also create an orientation presentation presenting information specific to diagnostic assessments to go along with these documents. The information will be informed by the most up to date information about clinical practice/students with dyslexia along with guidance provided by the CCTC [488 office hour notes](#) (including [information on screening](#) and [resources](#)). An MOU will be provided to District offices.

Evidence:
- [Mentor Teacher Information Sheet](#)
- [Reading/Language Arts Performance Objectives](#) (multiple objectives address this component)
- [Fieldwork and Student Teaching Handbook](#)
- [TPE Final Evaluation Form](#)
- [TPE Formal Observation Form](#)
- [Mentor Teacher Website](#)
- [District Letter](#) (and [included dyslexia guidelines](#))
- [Sample MOU to District Partners](#)
- [TPE 1-7 Document](#) (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- [Clinical Practice Orientation Slide Deck](#)

5.4e. 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.

Narrative:
Students enrolled in the MSCP program at CSUF are provided with information related to literacy standards and TPE 7.10 are stated in the MSCP Handbook, Fieldwork and Student Teaching Handbook, the TPE Formal Observation Form, the Reading/Language Arts Performance Objectives form, and the TPE Final Evaluation.

Plan for Implementation:
Students enrolled in the MSCP program at CSUF are provided with information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook that are given to teacher candidates at the beginning of Semester 1. The TPE Formal Observation Form to provide feedback from clinical coaches includes TPEs 7.10 as does the TPE Final Evaluation completed by clinical coaches and mentor teachers at the conclusion of each student teaching experience.

Evidence:
- MSCP Handbook
  - Monitor Student Progress: California Dyslexia Guidelines
  - Practice Screening and Diagnostic Techniques: Dyslexia Guidelines
- Fieldwork and Student Teaching Handbook
  - Monitor Student Progress: California Dyslexia Guidelines
  - Observe and Practice Concepts and Strategies: California Dyslexia Guidelines
- TPE Formal Observation Form
- TPE Final Observation Form
- TPE 1-7 Document (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- Reading/Language Arts Performance Objectives
  - Familiarity of CA Dyslexia Guidelines to promote literacy development
  - Using informal and formal assessments to determine student progress

5.4f. 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.

Narrative:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements. In addition, information related to literacy standards and TPE 7 along with 7.10 are stated in the MSCP Handbook, Fieldwork and Student Teaching Handbook, the TPE Formal Observation Form, the Reading/Language Arts Performance Objectives form, and the TPE Final Evaluation (which are directly linked in evidence list below). The Reading/Language Arts Performance Objectives form lists the competencies candidates must demonstrate over the course of their program. This form requires signature confirmation from university

instructors, clinical coaches, mentor teachers, and the candidates themselves verifying the achievement of these objectives. All of these documents provide information and areas to provide feedback related to skills identified in the CA Dyslexia guidelines.

Plan for Implementation:
Students enrolled in the MSCP program at CSUF take two sequential literacy courses (EDEL 433, Language Arts and Reading Instruction in the Public School; and EDEL 429, Integrated Curriculum and Instruction in the Elementary School) that cover the breadth and depth of Standard 7 literacy requirements and TPE 7.10. In addition, information related to literacy standards and TPE 7 are stated in the MSCP Handbook and the Fieldwork and Student Teaching Handbook that are given to teacher candidates at the beginning of Semester 1. The TPE Formal Observation Form to provide feedback from clinical coaches includes TPEs 1-7 as does the Reading/Language Arts Performance Objectives form, and the TPE Final Evaluation completed by clinical coaches and mentor teachers at the conclusion of each student teaching experience. All of these documents provide information and areas to provide feedback related to skills identified in the CA Dyslexia guidelines.

Evidence:
- MSCP Handbook
    - [Monitor Student Progress: California Dyslexia Guidelines](#)
    - [Practice Screening and Diagnostic Techniques: Dyslexia Guidelines](#)
- Fieldwork and Student Teaching Handbook
    - [Monitor Student Progress: California Dyslexia Guidelines](#)
    - [Observe and Practice Concepts and Strategies: California Dyslexia Guidelines](#)
- [TPE Formal Observation Form](#)
- TPE Final Observation Form
    - [Understanding of California Dyslexia Guidelines](#)
    - [Monitors student progress and screens for dyslexia](#)
- [TPE 1-7 Document](#) (Note: This document is used for instructors and clinical coaches to provide specific information related to areas of each TPE (for courses, fieldwork, student teaching).
- Reading/Language Arts Performance Objectives
    - [Familiarity of CA Dyslexia Guidelines to promote literacy development](#)
    - [Using informal and formal assessments to determine student progress](#)