Standard 7 Certification Requirements Template (ESN)

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: Literacy instruction is threaded throughout the Extensive Support Needs credential program so that teacher candidates gain foundational understanding of literacy instruction while practicing and applying TPEs as they progress through their credential program. Faculty reviewed all TPEs and aligned course content with Standard 7 across the preliminary pre-requisite courses SPED 371: The Exceptional Child and SPED 465: Students with Mild to Extensive Support Needs. After admittance to the preliminary ESN credential program, students complete additional Standard 7 TPEs during their first semester in SPED 433: Reading and Language Arts instruction and their Clinical Practice in SPED 487. To a lesser extent, Standard 7 is also addressed in SPED 425: Exploring the Intersection of Culture, Language, Dis/ability and the IEP and SPED 520: Assessment in Special Education. During the final semester of the ESN preliminary program, teacher candidates increase their practice and implementation of Standard 7 in SPED 482b: Curriculum and Methods for Students with ESN and SPED 489b: Directed Teaching in Special Education (ESN). **Plan for Implementation:** Course custodians of classes with integrated Standard 7 content have revised syllabi and courses so that all Standard 7 TPEs will be taught beginning Fall 2024. If a course custodian is not teaching the course, faculty or lecturers will receive mentorship and support to ensure that the Standard TPEs are embedded.
Evidence: ● SPED ESN 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: The TPE7 Department Lead Faculty, who also serves as the course lead faculty for the primary literacy course, created a matrix that listed all the TPE7s and courses in the program. Each lead faculty member, who has expertise in their respective course, then noted the existing TPE7s in their courses within the matrix. The Program Coordinator and the TPE7 Department Lead Faculty reviewed and identified courses where the missing TPE7s could be most appropriately integrated.

Next, Course Lead Faculty members with the identified TPE7 assignments reviewed their tasks and incorporated the missing TPE7-related course content into their courses. Subsequently, the TPE7 matrix was revisited to confirm that all required TPE7s were introduced, practiced, and assessed. The Field Work Coordinator also completed field-work related TPE7 alignment.

Throughout this process, the Department Chair and Associate Dean provided training and reviewed the completed matrix and tasks. This review process ensures our program's alignment with the new literacy instruction standards and teaching performance expectations.

- ESN Program Coordinator
- Field Work Coordinator
- Department Chair
- Associate Dean
- TPE7 Department Lead Personnel
- Course Lead Faculty who teaches courses where literacy standard 7 and TPE 7 are covered

Evidence:
- [SPED ESN Table 2.2](#)

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: The College of Education's Associate Dean led the work at the college level and our Department TPE 7 Lead Faculty collaborated with program coordinators, fieldwork coordinator, and across all faculty to weave in SB488 requirements such as TPE 7 & and the Dyslexia Guidelines.
Highlights from [TPE 7 Team Notes/Work:](#)
- SB488 ,TPE7, and timelines were introduced to faculty.
- Faculty teaching the literacy courses attended the CA ELA/ELD Framework webinars.
- Faculty teaching the literacy courses joined the COE TPE7 work group.
- Faculty teaching the literacy courses attended dyslexia trainings.
- Faculty teaching the literacy courses joined the COE TPE7 work group and were informed regarding the update of the TPE7

requirements from the CTC.

Evidence:
- TPE 7 Team Work

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 Faculty Department Lead and program coordinators used the CTC workshops and office hours for TPE 7 to enhance their knowledge on the new literacy and foundational literacy content required in SB 488. The COE supported faculty in engaging in professional learning offered during faculty meetings, when time was set aside specifically for TPE 7 implementation and understanding of SB 488. Email updates from program coordinators and faculty who are active in fieldwork along with the clinical practice coordinator will communicate with the Mentor Teachers and other birth-22 partners. The Department of Special Education Handbook was updated with all new information. This handbook is provided to our ESN candidates. Training materials specific to TPE 7, SB488, and the Dyslexia Guidelines were provided to ESN clinical coaches during meetings.

Plan for Implementation: We have updated our department handbook and training materials and these have been reviewed at the clinical coach training in May 2024 and will be reviewed again at the coach meeting in September 2024. Resources for SB488 have been placed in both the clinical practice and department canvas site for faculty to engage in, including Dyslexia modules available online. SB 488, TPE 7, and the Dyslexia guidelines have been addressed at faculty meetings and as agenda items in spring 2024 and will continue to be on the agenda for fall 2024. Further, courses have been updated and reviewed by the Department Faculty Lead.

Evidence:
Professional learning:
- 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

Department of Special Education Handbook
Trainings Materials:
- Orientation to the Universal TPE 7
- TPE 7 and Dyslexia Coach Training

- [May 2024 Training Agenda](#) - will also be used in fall

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: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines were integrated. This training included an overview of where these were located across our classes. In September 2024, clinical coaches will review those changes again.

In Summer/Fall 2024, PK-12 school partners, including cooperating teachers, will be informed by email about the upcoming changes in fieldwork components/requirements (as well as information regarding upcoming performance assessment requirements) where TPE7 is incorporated to meet SB488.

Plan for Implementation: In May 2024, the clinical coaches received the training as listed above. Coaches will receive this training again in September 2024. Further, letters for district partnerships and mentor teachers will begin going out with placements and will continue to go out throughout summer/fall 2024. A training addressing SB 488, TPE 7 and the Dyslexia Guidelines for the mentor teachers has been developed and will be provided in September 2024. ESN coaches will receive training on the LTPA during the fall clinical coaches meeting in September 2025. All mentor teachers and PK-12 partners will also be informed and provided with information regarding upcoming performance assessment requirements (e.g. Literacy TPA, edTPA, RICA).

Evidence:
[Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines](#)
[District Letter addressing SB488, TPE7, Dyslexia Guidelines](#)
[Mentor Teacher Letter addressing TPE 7 and Dyslexia Guidelines](#)

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: We have faculty (Dr. Jung, Dr. Lee, and Dr. Larios) with expertise in literacy instruction for multilingual/English learner students who participated in program review. Dr. Lee oversaw all coursework revisions across all credentials including ESN. ESN Coordinator and course faculty who lead courses in the program met with Dr. Lee to discuss and implement new content.

Plan for Implementation:

Beginning fall 2024, faculty will teach courses with the new content embedded in the prerequisites and throughout the program (SPED 371, 425, 465, 433, 482b, 487, and 489b). SPED 487 and 489b are our clinical practice courses.

Evidence:
[SPED ESN Table 2.2](#)
[Department Collaboration Table](#)
[SPED 433](#) -[ELD standards](#), [ELA/ELD Framework](#)
[SPED 482b](#) - ELD standards, strategies
[SPED 489b](#) - ELA/ELD Framework

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: The links are listed in the syllabi below that address ELA and Literacy Standards, ELD, and ELA/ELD Framework.

ESN Program
[SPED 433](#) - ELA standards, ELD standards, ELA/ELD Framework
[SPED 489b](#) lesson design

Evidence:
ESN Program
[SPED 433](#) -
[SPED 489b](#)

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.

ESN Foundational Skills
 Program/Coursework coverage of TPEs located in Appendix C (Table 3.1).

   a.   Print concept

In SPED 433, print concepts, including the letters of the alphabet, are assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose two instructional strategies in the area of print concept introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's thoroughness, where they demonstrate their comprehension and application of the foundational concepts.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

   b.   Phonological awareness, including phonemic awareness

In SPED 433, phonological awareness, including phonemic awareness, is assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose two instructional strategies in the area of phonological awareness introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's thoroughness, where they demonstrate their comprehension and application of the foundational concepts. Their work will be assessed based on the rubric.

In SPED 433, Quiz 2 further assesses these foundational skills through a multiple-choice test.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

   c.   Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences

In SPED 433, phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences, are assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose instructional strategies in the area of phonics and word recognition introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's

thoroughness, where they demonstrate their comprehension and application of the foundational concepts. Their work will be assessed based on the rubric.

Also, in SPED 433, Quiz 3 assesses this foundational knowledge.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

    d.   Decoding and encoding, including morphological awareness

In SPED 433, decoding and encoding, including morphological awareness, are assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose instructional strategies in the area of decoding and encoding introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's thoroughness, where they demonstrate their comprehension and application of the foundational concepts. Their work will be assessed based on the rubric.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

    e.   Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)

In SPED 433, Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), are assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose instructional strategies in the area of text fluency introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's thoroughness, where they demonstrate their comprehension and application of the foundational concepts. Their work will be assessed based on the rubric.

Also, SPED 433 Quiz 4 will assess this foundational knowledge.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

In SPED 433, print concepts, including the letters of the alphabet, are assessed through the Foundational Reading Activity. In this assignment, the candidate is asked to choose two instructional strategies in the area of print concept introduced in *Honig et al.*, develop a mock teaching video for each strategy, and provide a summary paper. Thus, the candidate's understanding of this foundational knowledge is assessed through the completion of the mock teaching videos and the report's thoroughness, where they demonstrate their comprehension and application of the foundational concepts.

In the clinical practice course, as part of the lesson plan (SPED 489b-ESN), candidates are assessed on the application of their foundational skills (print concepts) through lesson plan development and teaching. The clinical coach then evaluates the lesson plan and teaching based on the accompanying rubric (SPED 489b-ESN).

Evidence:
- Appendix C (Table 3.1)

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:

ESN Foundational Skills

We addressed all components of Standard 7, foundational skills, in multiple instances.
First, the foundational skills are thoroughly covered in SPED 433, Reading and Language Arts Instruction, which serves as the primary literacy instruction course in our ESN program.

Teacher candidates are introduced to, practice, and assessed in all the required foundational skills through reading, videos, and lecture materials as follows: Week 2 (structured, systematic, and explicit instruction), Week 4 (print concept through emergent literacy), Week 7 (phonological/phonemic awareness and phonics/spelling, connected and decodable text), Week 8 (reading fluency with spelling patterns, syllabication for spelling patterns including morphological awareness; advanced word reading, encoding and decoding), and Week 10 (higher level (meta) cognitive strategy instruction for content level reading). This progression ensures that our candidates advance their understanding of foundational skills for students with various learning needs, including multilingual learners. All these elements of foundational skills are

practiced and assessed through Reading Case Study and Foundational Reading Skills Demonstration, along with weekly activities (e.g., Quiz 2 and Quiz 3 in Week 7, Quiz 4 and Quiz 5 in Week 8, Activity 10 in Week 10).

SPED 482B, Curriculum & Methods for Individuals with Extensive Support Needs, also offers more in-depth practice of foundational skills. Specifically, foundational skills are further introduced through the assigned reading "Literacy Foundations: Early Literacy and Beginning Reading for Students with Moderate to Severe Disabilities (the Ceedar Center)" which delves into explicitly and systematically teaching foundational literacy skills for students with extensive support needs. Teacher candidates are given the opportunity to practice these skills with their peers and with explicit instructor modeling before applying these instructional skills in their fieldwork.

Finally, teacher candidates practice and are assessed on their instructional knowledge in teaching foundational skills with authentic student populations through SPED 489A and SPED 489B, both clinical fieldwork courses.

Evidence:
- Appendix C (Table 3.1)

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

Narrative: Districts and mentor teachers will be notified about clinical practice details and requirements as we secure student teaching placements for the fall 2024. From spring 2024 moving forward districts will be provided information in the form of a letter/email and mentor teachers will be provided a letter/email and training to address 3.3a. Additionally, the fieldwork coordinator and coaches are trained and can support the mentor teachers and site administrators during candidate student teaching.

Plan for Implementation: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines were integrated. In September 2024, clinical coaches will review those changes again.

From Summer/Fall 2024 and moving forward, districts will receive a district letter which includes information about SB 488, TPE/TPAs,

including TPE7/LPA and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE7/LPA . Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPE7 including the Dyslexia Guidelines. Beginning in September 2025, mentor teachers will receive training on the LPA.

Evidence:
- District Letter addressing:
  - SB488,
  - TPAs, LPA
  - TPE7,
  - Dyslexia Guidelines
- Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines
- Mentor Teacher Letter addressing
  - TPAs, LPA
  - TPE 7
  - Dyslexia Guidelines
- ESN TPE Evaluation (mentor teachers receive this evaluation when clinical practice begins)

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: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7. Lastly, the ESN evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice.

Implementation: The Handbook has been updated. Lesson plans and observations forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward. Beginning in the Fall of 2025, the Handbook will be updated to reflect the changes to the performance assessment.

Evidence:
- Department of Special Education Handbook
- Lesson planning forms in 489b provide practicing teaching these specific skills.
- Clinical Practice observation forms in 489b provide formative feedback to guide improvement.
- ESN Weekly Activities example
- Handbook- Performance Assessments

- ESN TPE Evaluation (candidates review this at their first clinical practice seminar which is prior to the start of clinical practice).

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 & Plan for Implementation: Candidates will be taught skills in coursework and will implement these skills in their clinical practice. Clinical practice happens across two semesters in 487 and 489b where candidates will plan lessons utilizing lesson plan forms that address TPE7, ELA and ELD standards as well as the ELA/ELD framework. Additionally, clinical coaches have been trained to support and provide feedback to candidates in these areas as well as the Dyslexia Guidelines. Candidates will also receive evaluations that address TPE7. Candidates are formally assessed in both semesters with the evaluation form.

Evidence:
- Lesson planning forms across 487 and 489B provide practicing teaching these specific skills.
- Clinical Practice observation forms across 487 and 489A provide formative feedback to guide improvement.
- SPED 487 evaluation form and SPED 489b evaluation form

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: Program/coursework coverage highlights the TPEs and includes TPEs related to strong literature, language, and comprehension components for candidates along with a balance of oral and written language.

Activity 13 in SPED 433 addresses the practice and assessment of 7.8

For the practice, candidates are given a case study that features a vignette of a fifth-grade classroom with students who have diverse learning needs, including those with mild to moderate and extensive support needs. Candidates then review how Mrs. Patel, a teacher in the vignette, planned and taught her fifth-grade students to engage in peer feedback through scaffolded activities. Finally, candidates will develop a lesson plan where to teach peer feedback to their students with MMSN and ESN. In the lesson, candidates will detail how to evaluate their peer's writing based on the provided checklists, provide feedback verbally to their peers, and revise a writing based on the peer feedback on a range of writing genres.

For the assessment, candidates' completion of the vignette (case study) and lesson plan on teaching peer feedback will be graded based on the rubric accompanying this case study assignment.

Implementation: Coursework contained TPEs 1-6 and now include TPE 7. Revised classes will be taught in Fall 2024 moving forward.

Evidence:
- ESN 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 or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

Narrative: Districts and mentor teachers will be notified of candidates' needs specific to clinical practice as we have secured the mentor teachers/placements for the fall 2024 clinical practice. From spring 2024 moving forward, districts are provided information in the form of a letter/email and mentor teachers are provided a letter/email and training to address candidate requirements. Additionally, coaches are trained and can support the mentor teachers and site administrators during candidate student teaching. Our ESN program ensures that teacher candidates have numerous opportunities to practice TPEs related to oral and written language, as demonstrated by the following evidence.

Plan for Implementation: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines are integrated. In September 2024, clinical coaches will review those again.

From Summer/Fall 2024 and moving forward, districts will receive a district letter which includes information about SB 488, TPE7/TPA and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE7/TPA. Additionally, a mentor teacher training has been developed, which discusses the expectations for candidates related to the TPEs/TPA, including TPE7/TPA and the Dyslexia Guidelines.
The ESN program ensures that teacher candidates are going into placements that are aware of these requirements and have multiple opportunities to address these TPEs related to oral and written language in their lesson plans and observation forms as well.

Evidence:
- District Letter addressing:

- SB488,
  - TPAs, LPA
  - TPE7,
  - Dyslexia Guidelines
- Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines
- Mentor Teacher Letter addressing
  - TPAs, LPA
  - TPE 7
  - Dyslexia Guidelines
- Lesson planning forms in 489b provide practicing teaching these specific skills.
- Clinical Practice observation forms in 489b provide formative feedback to guide improvement.
- ESN TPE Evaluation (mentor teachers receive this evaluation when clinical practice begins)

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: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7. Lastly, the ESN evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice.

Plan for Implementation: The Handbook has been updated. Lesson plans and observation forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Candidates submit weekly activities that align with the TPEs, including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will target this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward. Beginning in the Fall of 2025, the Handbook will be updated to reflect the changes to the performance assessment.

Evidence:

- Handbook - ESN
- Handbook- Performance Assessments
- ESN TPE Evaluation (candidates and mentor teachers receive this evaluation when clinical practice begins)

SPED 487

1) [weekly activity](#)
2) [lesson plan](#)
3) [observation form](#)

SPED 489b:
1) [weekly activity](#)
2) [lesson plan](#)
3) [lesson design](#)

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: Candidates are ensured they are able to practice these skills and are provided formative feedback to guide improvement in various ways including their lesson plans, weekly activities, and the formative observation. Candidates are observed and provided feedback six times each semester and participate in two semesters of clinical practice, totaling 12 formal observations and feedback.

Plan for Implementation: Candidates are observed six times each semester for a total of 12 times throughout their clinical practice experience in the program. The candidates submit lesson plans prior to each observation and receive verbal and written feedback from their clinical coach. Additionally, they submit weekly activities that align with the TPEs including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will target this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. This is a current practice and now TPE 7 has been added to all these documents. These newly revised documents will be used in Fall 2024 and moving forward.

Evidence:
● [ESN TPE Evaluation](#)
SPED 487
1) [weekly activity](#)
2) [lesson plan](#)
3) [observation form](#)

SPED 489b:
1) [weekly activity](#)
2) [lesson plan](#)
3) [lesson design](#)

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: Ongoing diagnostic techniques that inform teaching and assessment, and early intervention techniques, are outlined in a table (Appendix C, Table 5.1). The table addresses components of TPE 7 and lists which course and assignments introduce and primarily cover the concepts, provide opportunities to practice the concept, and include how the concept is assessed. Specific courses related to diagnostic techniques include SPED 433, 520, 482b, and 489b. **Plan for Implementation:** The courses have been recently revised to encompass TPE 7 with new content, assignments, and assessment and will be implemented in fall 2024 and moving forward.
Evidence: • [Appendix C - Table 5.1](#)   • [488 office hour notes](#)   • [CA Dyslexia Collaborative](#)

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 MOU(s) or other documentation provided to LEAs that include explicit reference to clinical practice settings that ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.
Narrative: Clinical practice opportunities for candidates to practice diagnostic techniques that inform teaching and assessment and early intervention techniques are woven into both semesters of the program. Clinical practice settings ensure candidates practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques. **Plan for Implementation:** From Fall 2024 we will use the documents below to ensure districts and mentor teachers are aware of the TPEs, including TPE 7, as well as ELA, ELD and Dyslexia Guidelines for exposure and practice as part of their classroom experience.
Evidence: • District Letter addressing: ◦ [SB488,](#)

- - TPAs, LPA
    - TPE7,
    - Dyslexia Guidelines
  - Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines
  - Mentor Teacher Letter addressing
    - TPAs, LPA
    - TPE 7
    - Dyslexia Guidelines
  - Lesson planning forms in 489b provide practicing teaching these specific skills.
  - Clinical Practice observation forms in 489b provide formative feedback to guide improvement.
  - ESN TPE Evaluation (mentor teachers receive this evaluation when clinical practice begins)
  - ESN Weekly Activities example
  - CA Dyslexia Collaborative
  - SB488 office hour notes

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: The Department of Special Education Handbook is publicly available. Students must acknowledge receipt of the handbook prior to entering into the program. Lesson plans encompass all TPEs, including TPE 7, and clinical coaches provide formative assessment using the observation form where TPEs are addressed and feedback is specific to each TPE area. Further, weekly activities during clinical practice engage students in the TPEs, including TPE 7. Lastly, the ESN evaluations are discussed during the first student teaching seminar and shared with the candidate prior to the beginning of clinical practice.

Plan for Implementation: The Handbook has been updated. Lesson plans and observation forms noting TPEs, have been used prior. TPE 7 has been included on these forms and will be used from Fall 2024 forward. Candidates submit weekly activities that align with the TPEs, including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will target this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. Formal evaluations are discussed and shared with the candidate prior to the start of clinical practice. These evaluations have included the TPEs and now include TPE 7. These will be used in Fall 2024 moving forward.

Evidence:

- ESN TPE Evaluation (candidates and mentor teachers receive this evaluation when clinical practice begins)
- Department of Special Education Handbook

SPED 487/489a
1) [487 lesson plan](#)
2) [489b lesson plan](#)
3) [489b weekly activities](#)
4) [489b observation form](#)

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: Candidates are ensured they are able to practice these skills and are provided formative feedback to guide improvement in various ways including their lesson plans, weekly activities, and the formative observation. Candidates are observed and provided feedback six times each semester and participate in two semesters of clinical practice, totaling 12 formal observations and feedback. In addition, assignments related to observation and assessment are completed in SPED 433 and 482b.

Plan for Implementation: Candidates are observed six times each semester for a total of 12 times throughout their clinical practice experience in the program. The candidates submit lesson plans prior to each observation and receive verbal and written feedback from their clinical coach. Additionally, they submit weekly activities that align with the TPEs including TPE 7. Further, the candidates embark on a midpoint self evaluation of the TPEs, including TPE 7, where they evaluate themselves, along with their mentor teacher, and then choose an area (TPE) to target and address how they will target this area. Lastly, candidates are formally evaluated by their mentor teacher and clinical coach at the end of the semester. This is a current practice and now TPE 7 has been added to all these documents. These newly revised documents will be used in Fall 2024 and moving forward. SPED 433, 482b, 489b, have been updated for Fall 24 and Spring 25 with language, communication and foundational literacy skill assessments and assignments.

Evidence:
- [Lesson planning forms in 489b](#) provide practice teaching these specific skills.
- [Clinical Practice observation forms in 489b](#) provide formative feedback to guide improvement.
- [ESN Weekly Activities](#)
- [ESN TPE Evaluation](#) (candidates and mentor teachers receive this evaluation when clinical practice begins)

Indicator: 5.3 Incorporation of California Dyslexia Guidelines Appendix [C Table 5.1](#)

Narrative and Plan for Implementation:
The California Dyslexia Guidelines are integrated into multiple courses where teacher candidates can build foundational knowledge, implement best practices and receive assessment feedback from faculty. Preliminary program prerequisite SPED 371: The Exceptional Child provides an Introduction to Dyslexia module (chapter 1) and content on the Neuroscience of Dyslexia (chapter 2). The other pre-requisite course, SPED 465:

Students with Mild to Extensive Support Needs focuses on Dyslexia as a language-learning disability (chapter 3) and examines the age-group strengths and weaknesses (chapter 4) along with the presentation of dyslexia in English-Language Learners (chapter 7). SPED 433: Reading and Language Arts Instruction continues the examination of the neuroscience of dyslexia (chapter 2) from SPED 371 while also focusing on socioemotional components (chapter 5), other concerns when dyslexia is not the presenting issue (chapter 6), screening and assessment (chapter 9), assistive technology (chapter 12) and information for parents and guardians (chapter 13). SPED 520: Assessment in Special Education examines screening and assessment for dyslexia (chapter 9).

This will be implemented starting fall 2024 and moving forward. Our ESN Program ensures that CA Dyslexia Guidelines are incorporated throughout the program coursework as noted in the evidence section below. They are also noted in the Department Handbook.

Evidence:

- Appendix C Table 5.1
  - 7.2
  - 7.10
  - MM/EX 7.2
  - MM/EX 7.3
- CA Dyslexia Collaborative
- Department of Special Education Handbook

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

Narrative & Plan for Implementation: The California Dyslexia Guidelines are embedded throughout all credential programs, including ENS. Introduction and deeper explanation of content, opportunities to practice using the guidelines, and assessment of Dyslexia has been embedded in various ways throughout our courses. Please see below. This will be implemented starting fall 2024 and moving forward.

Our ESN program incorporated the CA Dyslexia Guidelines thoroughly across several courses as follows:
- Chapter 1: A Twenty-First-Century Definition of Dyslexia (SPED 371 through the Introduction to Dyslexia Module)
- Chapter 2: The neuroscience of dyslexia (SPED 433; SPED 371 through the Introduction to Dyslexia Module)
- Chapter 3: Dyslexia as a language-learning disability (SPED 465)
- Chapter 4: Characteristics of Dyslexia by age group-strengths and weaknesses (SPED 465)
- Chapter 5: Socioemotional Factors of Dyslexia (SPED 433; SPED 371 through the dyslexia module)
- Chapter 6: When the Concern May Not Be Dyslexia (SPED 433)
- Chapter 7: Dyslexia in English-Language Learners (SPED 465)

- Chapter 9: Screening and Assessment for Dyslexia (SPED 520 covers dyslexia screener and reading assessments for dyslexia through the Screening and Assessment for Dyslexia Module (section 2 and 3); SPED 433 covers the assessment and MTSS related information through the Screening and Assessment for Dyslexia Module (section 1))
- Chapter 10: Special Education and 504 Plans (SPED 520 Chapter 10 reading through Dyslexia Assessment Module (section 2 and 3))
- Chapter 11: Effective Approaches for Teaching Students with Dyslexia (SPED 465/SPED 433)
- Chapter 12: Assistive Technology (SPED 433)
- Chapter 13 Information for Parents and Guardians (SPED 433)

Evidence:

- Please see narrative links above.
- Appendix C Table 5.1
  - 7.2
  - 7.10
  - MM/EX 7.2
  - MM/EX 7.3
- CA Dyslexia Collaborative
- Department of Special Education Handbook

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: Our ESN program incorporated the CA Dyslexia Guidelines thoroughly across several courses as follows:
- Chapter 1: A Twenty-First-Century Definition of Dyslexia (SPED 371 through the Introduction to Dyslexia Module)
- Chapter 2: The neuroscience of dyslexia (SPED 433; SPED 371 through the Introduction to Dyslexia Module)
- Chapter 3: Dyslexia as a language-learning disability (SPED 465)
- Chapter 4: Characteristics of Dyslexia by age group-strengths and weaknesses (SPED 465)
- Chapter 5: Socioemotional Factors of Dyslexia (SPED 433; SPED 371 through the dyslexia module)
- Chapter 6: When the Concern May Not Be Dyslexia (SPED 433)
- Chapter 7: Dyslexia in English-Language Learners (SPED 465)
- Chapter 9: Screening and Assessment for Dyslexia (SPED 520 covers dyslexia screener and reading assessments for dyslexia through the Screening and Assessment for Dyslexia Module (section 2 and 3); SPED 433 covers the assessment and MTSS related information through the Screening and Assessment for Dyslexia Module (section 1))
- Chapter 10: Special Education and 504 Plans (SPED 520 Chapter 10 reading through Dyslexia Assessment Module (section 2 and 3))

- Chapter 11: Effective Approaches for Teaching Students with Dyslexia (SPED 465/SPED 433)
- Chapter 12: Assistive Technology (SPED 433)
- Chapter 13 Information for Parents and Guardians (SPED 433)

Evidence:
- Appendix C Table 5.1
  - 7.2
  - 7.10
  - MM/EX 7.2
  - MM/EX 7.3
- CA Dyslexia Collaborative
- Links as shown in narrative above

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:
All candidates working with students preschool to adult age will have practice with the concepts and strategies used in the California Dyslexia Guidelines. Case studies, websites, and activities are available for candidates to read about Dyslexia and apply strategies identified by the California Dyslexia Guidelines. The Canvas Fieldwork class tracks the completion of these experiences by case study completion (seminar with an assignment), as well as planning and implementation of lessons and coach feedback on observations. In addition, these experiences will be documented on the candidate's weekly activities where the candidate shares about their ongoing experience with targeted literacy instruction.

The following addresses and is listed as "section 5.3c" in reviewers' excel (feedback phase 3).

Clinical practice courses provide candidates with opportunities to observe, practice, and be assessed on concepts and strategies outlined in the California Dyslexia Guidelines (Chapters 2–7, 9–10, 13; Appendix A & B; Table 9.1). Particular emphasis is placed on Chapter 11: Effective Approaches for Teaching Students with Dyslexia and Chapter 12: Assistive Technology.

Through case studies, weekly reflections, lesson plans, peer discussions, and self-assessments of sections of TPE 7, candidates will analyze the distinguishing features of dyslexia in comparison to the literacy needs of striving readers. Instructor guidance and targeted instruction will support candidates in developing expertise in structured literacy strategies and evidence-based approaches to effectively teach students at risk for or diagnosed with dyslexia.

Case Study
Candidates working with students ranging from preschool to adult age will have alternative opportunities to "observe" the concepts and strategies used in the California Dyslexia Guidelines (e.g., Table 9.1 from *Dyslexia Guidelines*, Chapter 11: Effective Approaches for Teaching Students with Dyslexia; Figure 11.1: Principles that Guide How Structured Literacy is Taught) through case studies in SPED 487. In this assignment, candidates will explore websites (such as Dyslexia Help and Dyslexia Help-Tips, Tools & Apps) and engage in activities where they can "practice" these concepts and strategies through three case studies involving students with dyslexia.

In SPED 371 - Candidates will have several opportunities to develop their knowledge of and skills to address dyslexia. Candidates will be introduced to the UC/CSU Collaborative Modules (*M1: Introduction to Dyslexia; M2: Dyslexia and the Brain; M3: Early Childhood and Dyslexia;and M4: Multilingual/English Learners and Dyslexia*) and will complete the accompanying case studies and quizzes in each module.

In SPED 433- Candidates will have additional opportunities to develop their knowledge of and skills to address dyslexia. Candidates will be introduced to the Section 1, 2, and 3 of UC/CSU Collaborative Modules (*Screening and Assessment*).

In SPED 520 - Candidates will be introduced to the Section 4 & 5 of UC/CSU Collaborative Module (Screening and Assessment for Dyslexia). Candidates will complete the accompanying case study: This case study will cover all five sections of the Screening and Assessment module introduced in both SPED 430 and SPED 520.

In SPED 487 - Candidates will analyze a second set of case studies featuring PreK–adult students to apply and observe the concepts and strategies outlined in the California Dyslexia Guidelines. The objective is to deepen candidates' ability to differentiate between a striving reader and a student vulnerable to dyslexia by referencing key resources, including Table 9.1 (Characteristics of Students with Dyslexia), Chapter 11 (Effective Approaches for Teaching Students with Dyslexia), and Figure 11.1 (Principles that Guide How Structured Literacy is Taught). Through this process, candidates will strengthen their understanding of evidence-based and structured literacy approaches to effectively support students.

To deepen their understanding and application of dyslexia-related concepts, candidates will explore websites such as DyslexiaHelp and Dyslexia Help-Tips, Tools & Apps. These resources will provide valuable tools and strategies to support their analysis of the

case studies and make instructional recommendations to address the identified needs of each case study student. Candidates are assessed using an instructional recommendation rubric.

Weekly Reflections
Candidates will have opportunities to "observe" the practice of the concepts and strategies from the California Dyslexia Guidelines in their clinical practice and report their observations through weekly reflection activities (SPED 489b-ESN)

Self-Evaluation
Candidates will self-check their practice of the concepts and strategies in the Dyslexia Guidelines using the TPE 7 checklist in the lesson plan. They will highlight how they are practicing the TPE 7 and Dyslexia Guidelines in their practice (SPED 489b-ESN).

Lesson Plan
Candidates will practice incorporating the concepts and strategies introduced in the Dyslexia Guidelines when planning literacy-focused lesson plans. They will explain which concepts and strategies from the Dyslexia Guidelines they plan to use (e.g., Table 9.1 from *Dyslexia Guidelines*, Chapter 11: Effective Approaches for Teaching Students with Dyslexia; Figure 11.1: Principles that Guide How Structured Literacy is Taught), along with the reasoning for their choices in both their clinical practice and the specific lesson, to demonstrate elements of structured literacy and the science of reading (SPED 489b-ESN). Their performance will be evaluated by their clinical coaches using the accompanying rubric (SPED 489b-ESN).

Evidence:
- Department of Special Education Handbook
- Lesson planning forms in 489b provide practice teaching these specific skills.
- Clinical Practice observation forms in 489b (including 7.2)provide formative feedback to guide improvement.
- ESN TPE Evaluation (candidates and mentor teachers receive this evaluation when clinical practice begins)

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: From Summer/Fall 2024 and moving forward, districts will receive a letter/email which includes information about SB 488, TPE/TPA 7 and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE/TPA 7. Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPEs/TPAs including TPE/A 7 and the Dyslexia Guidelines. Lastly, coaches are trained and can support the mentor teachers and site administrators during candidate student teaching.

Plan for Implementation: On May 1st, 2024, clinical coaches were informed about SB 488, TPE7 requirements, timelines, and the fieldwork components where TPE7 & the Dyslexia Guidelines are integrated. In September 2024, clinical coaches will review those changes again.

From Summer/Fall 2024 and moving forward, districts will receive a district letter which includes information about SB 488, TPE7/TPA and the Dyslexia Guidelines, appropriate setting, and the expectations related to TPE7/TPA. Additionally, a mentor teacher training has been developed which discusses the expectations for candidates related to the TPEs/TPAs including TPE7/TPA and the Dyslexia Guidelines.

Evidence:

- Department Handbook
- District Letter addressing:
    - SB488,
    - TPAs, LPA
    - TPE7,
    - Dyslexia Guidelines
- Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines
- Mentor Teacher Letter addressing
    - TPAs, LPA
    - TPE 7
    - Dyslexia Guidelines
- ESN TPE Evaluation (candidates and mentor teachers receive this evaluation when clinical practice begins)

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 ESN program at CSUF are provided with information related to literacy standards and TPE 7.10 are stated in the Department Handbook, Course Syllabi, Clinical Coach Observation Form, and the TPE Final Evaluation.

Plan for Implementation:
Students enrolled in the ESN program at CSUF are provided with information related to literacy standards and TPE 7 are stated in the Department Handbook, which is provided to teacher candidates at the beginning of Semester 1. The Clinical Coach Observation Form provides feedback from clinical coaches and 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:

- ESN Handbook

- 489b weekly activities
- Clinical Coach Observation Form
- TPE Final Evaluation

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:

Here are the opportunities for candidates in SPED 487 (MMSN & ESN) to have opportunities for practice feedback on skills identified in the CA Dyslexia Guidelines:

Candidates will use The CA Dyslexia Guidelines and the following 2 websites to read about and practice completing their lesson plans.
1. Information about Dyslexia and Interventions
2. Tips, Tools, and Apps to help students with Dyslexia Succeed

One lesson plan will meet U7.1
One lesson plan will meet MM/EX 7.3 & 7.4

Additionally they will have a Dyslexia Case Study with grading and feedback.
Here are the opportunities for candidates in 489A and 489B to have opportunities for practice and feedback on skills identified in the CA Dyslexia Guidelines:
1. Weekly activity reflection: example 1 and example 2 (these examples are the same across 489a and 489b)
2. Lesson Design for 489a and 489b
3. TPE Self-Reflection

Evidence:

- Links provided above in narrative
- ESN Handbook
- Clinical Coach Observation Form
- TPE Final Evaluation
-
- District Letter addressing:
  - SB488,

- - TPAs, LPA
    - TPE7,
    - Dyslexia Guidelines
- Mentor Teacher Training addressing SB488, TPE7, and Dyslexia Guidelines
- Mentor Teacher Letter addressing
    - TPAs, LPA
    - TPE 7
    - Dyslexia Guidelines