Preliminary Education Specialist Teaching Credential Program Standards, and Teaching Performance Expectations

Commission on Teacher Credentialing

Standards and Performance Expectations Adopted August 2018

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Commission on Teacher Credentialing Program Standards

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Part 1

Link to the Program Preconditions

Preconditions are program requirements that are grounded in California Education Code, California Code of Regulations, or Commission policy. In addition to the Program Standards and Teaching Performance Expectations (TPEs), *programs must be aligned with the Preconditions at all times*. Programs can find links to current preliminary and intern program preconditions and evidence guidance documents for each set of preconditions on this CTC webpage.

Preliminary Education Specialist Credential Program Standards

Standard 1: Program Design and Curriculum

Each program of professional preparation is implemented effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. Programs ensure that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. The program's organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework and field work provided within the program. The program's design and plan allow candidates multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations. Coursework and fieldwork/clinical experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally, linguistically and culturally appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates. The program prepares candidates to interface with other service providers (school, medical and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist, paraprofessional/health care assistance, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services.

Key elements within the curriculum include: typical and atypical child growth and development from birth through age 22; developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state-adopted content standards and frameworks; understanding the learning trajectories of young children to young adults; designing and implementing developmentally, linguistically, and culturally appropriate curriculum and assessments; instruction in strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The program's curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum disorders and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. The program's design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (See also Standard 2).

Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* (TPEs)
The *Teaching Performance Expectations* for credential candidates describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses all of the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to both the Universal TPEs and the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Clinical Practice

A. *Organization of Clinical Practice Experiences*
   The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization. Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency or program as defined in Education

Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate. Candidates can observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching. Final student teaching shall consist of (400 hours) in the desired credential area. For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The

minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. *Preparation of Faculty and/or Site Supervisors and/or Program Directors*
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with an orientation to the program's expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.

C. *Criteria for School Placements*
Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.

D. *Criteria for the Selection of District Employed Supervisors*
(also may be known as the cooperating teacher, master teacher or on-site mentor)

The program should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of birth through age 22 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.
The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific

pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective candidate supervision.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards meeting and mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting all program requirements.

Standard 5: Implementation of a Teaching Performance Assessment *(For all MMSN, ESN, DHH, VI, and ECSE programs)*

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.

- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability

The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process. (End f shaded area.)

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program.

Standard 7: Effective Literacy Instruction for Students with Disabilities – *Mild to Moderate Support Needs and Extensive Support Needs Credentials* (Effective July 1, 2024)

The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[1,2] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards, and for Early Childhood Special Education programs, the Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the Preschool Curriculum Framework. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies,[3] the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths and collaboration with other service providers. Candidates learn the power of language (both oral—spoken/signed—and written) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the

[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the California Comprehensive State Literacy Plan:

a) Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset-based and culturally and linguistically responsive, affirming, and sustaining[4]
b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support
c) Instruction that is responsive to individual students' age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices
d) Incorporation of the California Dyslexia Guidelines
e) Integrated and designated ELD
f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs
g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties in reading and writing, including risk for dyslexia; and diagnostic assessment in response to referrals for additional assessment and intensive intervention

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students with visual impairments. Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning.

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

7a. Foundational Skills[5]

The Education Specialist credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text.

Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[6] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates

[5] See also the Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts.

[6] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations.

[7] See the California Department of Education/WestEd 2021 publication, California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students.

learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to conduct comprehensive literacy assessments in coordination with assessment teams; develop Individualized Education Plans for eligible students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or Augmentative and Alternative Communication (AAC) devices as appropriate for students with disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally, and linguistically relevant, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. Candidates learn to facilitate communication for students who use American Sign Language, eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies. The program focuses on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' disabilities on their language development. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate communication for students who use American Sign Language, eye gaze, vocalizations, AAC devices, or other communication strategies. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, orally present, and write in ways appropriate to their age and development so

that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, assistive technology, and other learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation/printing, including the use of assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members

of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.[8] The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the range of severity of disability and the educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, including classroom assistants and specialists (e.g., support during center rotations, working with students on individual goals, facilitating whole group activities to allow candidates to work with students on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and Deaf and Hard of Hearing and Visual Impairment teachers and specialists), and others to offer additional assessment[9] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support students who are deafblind or have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills based on their individual

[8] See California Digital Learning Integration and Standards Guidance for additional information.

[9] See Preliminary Education Specialist Credential Teaching Performance Expectations, Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.

needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[10]

The program incorporates the *California Dyslexia Guidelines*[11] through literacy coursework and supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[12] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

[10] See the California Department of Education 2019 publication, California Practitioners Guide for Educating English Learners with Disabilities for additional information.

[11] See California Education Code 44259(b)(4)

[12] See California Code of Regulations, Title 5, Section 11300(a, c).

Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[13] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

[13] See Preliminary Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

Standard 7: Effective Literacy Instruction for Deaf[14] Students – *Deaf and Hard of Hearing Credential* (Effective July 1, 2024)

The credential program's coursework and supervised field experiences prepare candidates to provide effective literacy instruction for deaf students, birth through age 22, who are multilingual and/or bimodal, using American Sign Language (ASL) and/or English. Coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[15,16] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations in accordance with the California Department of Education's (CDE) Position Statement on language access. The program helps candidates understand that the ASL Content Standards are used alongside the ELA/Literacy and ELD Standards to support literacy development for students who use ASL. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations (TPEs) to provide effective literacy instruction that is organized,

[14] The term *deaf* is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deaf disabled, hard of hearing, late-deafened, and hearing impaired (NAD, 2018).

[15] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[16] For deaf students, the terms *listening* and *speaking* should be interpreted to include viewing a visual language and signing based on the language of instruction and the deaf student's home language skills.

comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior language and literacy development. Candidates also learn to provide literacy instruction that is responsive to students' linguistic, cognitive, and social strengths. Candidates learn the power of language (whether signed, spoken, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program emphasizes the crucial role of language in successful literacy development. Accordingly, candidates learn the critical importance of access to language for deaf children from birth to age five, including the long-term consequences of language deprivation and the need for early intervention to ensure and support language access. They understand that deaf students using spoken English must have clear access across the speech spectrum in order to develop appropriate language skills to support literacy development and that students and families using ASL must have access to and instruction with high-quality ASL models. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, as well as principles of augmentative and alternative communication (AAC), including books and other instructional materials, technologies, and practices that are asset-based[17] and culturally and linguistically responsive, affirming, and sustaining[18]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support

c) Instruction that is responsive to individual students' age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

d) Incorporation of the *California Dyslexia Guidelines*

[17] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[18] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies and for signers, ASL receptive and expressive language comprehension, and to identify potential difficulties in reading and writing, including risk for dyslexia; and diagnostic assessment in response to referrals for additional assessment and intensive intervention

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction that is appropriate for the range of learners' ages and development—infant, toddler, prekindergarten, early and middle childhood, and adolescent. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of collaborating with other educators to provide literacy instruction. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, ASL/English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses community-based instruction for students with disabilities, as well as the expanded core curriculum for students who identify as deafblind. Candidates learn to create environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities, as well as the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

According to the *Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards*, the program prepares candidates to provide literacy instruction within the classroom and in group and individual one-on-one settings. Candidates are encouraged to work with ASL specialists and speech-language pathologists to conduct assessments of students' language and cognitive development in response to their receptive and expressive abilities in ASL and/or English. The program teaches candidates that in classrooms with ASL as the language of instruction, students learn to map out fingerspelling with letters; accurate sign-to-word representation through conceptual meaning making strategies and chaining (sign, point to word, fingerspell) or sandwiching (sign-fingerspell-sign; sign-point to English word-sign); and develop visualization of text reading through clear use of space, use of facial expression, and correct ASL choice of sign to represent concepts within context. Candidates learn to embed translanguaging techniques to enhance literacy and language connections in lesson plans and remind students of the language distinctions between ASL and English. Candidates are prepared to use visual prompts and visualization to assist with identification, contextualization, and expansion prior to literacy practices. The program helps candidates understand the impact of

first and second language acquisition in literacy development. Candidates also learn the importance of directly teaching concepts that are typically learned incidentally as well as providing experiential and hands-on learning opportunities. They learn to assess and provide direct instruction to support students' literacy learning, particularly in the areas of compensatory or functional academic skills, use of assistive auditory technologies (e.g., hearing aids, cochlear implants, classroom amplification), other educational technology, and visual learning skills using graphs, images, and tables.

In addition, the program teaches candidates about the impact of deafblindness on literacy learning and receptive and expressive communication. Candidates learn tactile and other instructional approaches, including the use of vision and hearing technologies as appropriate, to teach literacy to students who are deafblind. They also learn about communicating with students who are deafblind via tactile American Sign Language, pro-tactile American Sign Language, and haptics, as well as through the use of vision and hearing technologies as appropriate. Candidates learn to collaborate with specialists and interveners for hearing assessments and to directly support students' literacy learning.

7a. Foundational Skills[19]

The Education Specialist Deaf and Hard of Hearing credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. The program builds candidates' understanding of the role that early intervention plays in building the vocabulary and, as applicable, phonological awareness skills needed for successful literacy development. Foundational skills include print concepts, including letters of the alphabet and for children using ASL, letter to handshape mapping; phonological awareness, including phonemic awareness, for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics or Cued Speech), spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Candidates learn that the ability to fingerspell and to read fingerspelling is the bridge between ASL and English, and they learn to teach beginning decoding using chaining (various combinations of fingerspelling and signing a word and connecting the word to its printed form). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit.

The program ensures that candidates understand that instruction in English phonological awareness and phonics for children for children who can access auditory learning, includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences;

[19] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

spelling patterns; and practice in connected, decodable text. Additionally, the program ensures that candidates understand that for children who use ASL, instruction includes letter-handshape correspondences and spelling patterns in English as well as practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Candidates learn the importance of presenting the language differences between ASL and English side by side to visually display word meaning, syntax, and discourse. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. Candidates also learn that for students who can access auditory learning, decoding is taught through mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship while also emphasizing vocabulary development. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation, through printing, keyboarding, or other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral/written English language proficiency, and in some cases literacy skills in an additional language.[20] Candidates also learn that some deaf children may still be developing their first language—either spoken English or ASL. The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[21] for students with reading, writing, or other literacy difficulties and disabilities, including students with complex communication needs or at risk for or with dyslexia. The program builds candidates' understanding of the impact of language exposure and acquisition in ASL and/or English on the literacy development of deaf children and their understanding of how to determine if reading and writing difficulties are related to a possible lack of early language development or another disability, such as dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to conduct comprehensive literacy assessments in coordination with assessment teams;

[20] See updated Bilingual Authorization Program Standards and TPEs.

[21] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education*

to Serve All Students.
develop Individualized Education Plans for eligible students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, signing/speaking with others, and viewing/listening to, and giving presentations. Candidates learn how ASL is used to relay receptive and expressive language when engaging with English text. Candidates also learn that for students who can access auditory learning the importance and appropriate use of technology to provide optimal access to spoken English and of building their knowledge of the listening technology students use and its functioning within a variety of educational settings. Candidates are taught to use assistive technology and/or AAC devices as appropriate for deaf students who may have secondary disabilities. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines; it highlights the impact of incidental learning on comprehension and the need to make connections with and expand students' prior knowledge and experiences. In addition, the program addresses the importance of attending to and recognizing others' perspectives (theory of mind) through nuances in text descriptions. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding. Candidates learn to emphasize these skills in both ASL and English as appropriate.

The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners/viewers, readers, signers/speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other

themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions—whether signed, spoken, written, or symbolic. The program presents ways to create environments and frame interactions that foster oral (signed or spoken) and written language development for all students, including discipline-specific academic language. Candidates learn to engage with deaf students using eye gaze, turn taking through shoulder shifting, tapping/waving to get attention, and facial expressions to delineate the structure of ASL (e.g., questions, topicalization, declarative statements). Candidates learn to use AAC devices and alternative learning media to support those with additional motor challenges. For children who can access auditory learning, candidates learn to implement a variety of strategies in a quiet environment that supports listening. All programs focus on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' disabilities on their language development. Candidates learn to maximize a language-rich environment through role modeling, videotaped resources, expansion, contextualization, labeling and clarification to support students' oral (signed and or spoken) and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, including multisensory learning; frequent independent reading; and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. For children who use ASL, candidates learn to address grammar and discourse in both ASL and English, highlighting features unique to each language. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, sign/speak, and view/listen; interact with one another; learn about language; create diverse oral (signed and/or spoken), print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' signing/speaking, writing, or other communications; understanding of students' English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral (signed and/or spoken) and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate best practices in holding conversations with peer signers or those using spoken language, and students who use AAC devices, or other communication strategies. Candidates become aware of the scaffolding strategies needed to facilitate classroom conversations and support grade-level discussions between and among students. Candidates learn to help students identify effective expression in what they read, listen to view, and attend as they examine the words, signs, images, and organizational structures of written, oral (signed and/or spoken), or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, present (by signing and/or speaking), and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging as appropriate, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral (signed and/or spoken) presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, assistive technology, and other learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation, through printing, keyboarding, or using AAC and other assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' signing/speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. For students who use ASL, candidates learn the importance of the clarity and conceptual accuracy of signs that reflect authentic content vocabulary and knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through signed, printed, digital, and symbolic texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, multisensory instruction, and co-teaching models. Deaf role models and content-area experts from deaf communities are encouraged to be involved in discussing conceptualized signs for instruction and to bridge school and community partnerships. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and signers/speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[22] and the use of accessible educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences provide candidates an understanding of ways literacy instruction can be optimized for deaf students and, if present, how other disabilities

[22] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

may impact instruction as well. The program addresses the impact of language deprivation and cognitive and motor challenges that deaf students may experience. The program also addresses the impact of other disabilities, such as dyslexia, dysgraphia, autism, speech-language challenges—whether spoken or signed, varied cognitive abilities, executive function disorder, and visual impairments. The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a student's disability and the range of educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with students on individual goals, and facilitating whole group activities to allow candidates to work with students on individual goals. The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, ASL specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and specialists of students who have visual impairments and identify as deaf or hard of hearing), and others to offer additional assessment[23] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for deaf students and those with secondary disabilities, including strategies such as fingerspelling decoding, pre-braille skills, pro-tactile/tactile ASL, acoustic highlighting, and/or hearing technology, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills and opportunities for self-determination based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with English language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[24]

[23] See Education Specialist DHH TPE Domain 5: Assessing Student Learning for additional information.

[24] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities*, for additional information.

In addition to understanding the impacts of deafness on literacy development, the program incorporates the *California Dyslexia Guidelines*[25] through literacy coursework and (where practicable) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of using ASL or spoken English on literacy development and possible concurrence of dyslexia and to plan instruction accordingly. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of core instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[26] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support

[25] See California Education Code 44259(b)(4)

[26] See California Code of Regulations, Title 5, Section 11300(a, c).

content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

The program teaches all elements of the Literacy TPEs and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[27] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

[27] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

Standard 7: Effective Literacy Instruction for Students with Visual Impairments – *Visual Impairments Credential* (Effective 7/1/2024)

The credential program's coursework and supervised field experiences prepare candidates to provide effective literacy instruction for students with visual impairments, including students who identify as deafblind, birth through age 22. Coursework and supervised field experiences encompass the study of effective means of teaching literacy across all disciplines[28,29] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Braille Reading Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *Guidelines for Programs Serving Students with Visual Impairments*, *California Infant/Toddler Curriculum Framework*, and *California Preschool Curriculum Framework*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations (TPEs) to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and

[28] Literacy comprises listening, speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[29] For students with visual impairments the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, low vision devices, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening for students who identify as deafblind could include tactile or pro-tactile American Sign Language, sign-supported speech, or other means of communication.

responsive to students' age and prior language and literacy development. Candidates learn the power of language (whether spoken, signed, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion, as well as principles of augmentative and alternative communication (AAC), including books and other instructional material technologies, and practices that are asset-based[30] and culturally and linguistically responsive, affirming, and sustaining[31]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and intensive intervention for individuals who have not benefited from supplemental support

c) Instruction that is responsive to individual students' age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

d) Incorporation of the *California Dyslexia Guidelines*

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening and diagnostic assessments to determine students' literacy profiles, including communication needs and English learner typologies, to identify potential difficulties in reading and writing, including risk for dyslexia, and to determine strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications

[30] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[31] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction that is appropriate for the range of learners' ages and development—infant, toddler, prekindergarten, early and middle childhood, and adolescent. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of collaborating with other educators to provide literacy instruction. Candidates also learn that instructional practices vary according to students' learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates learn to create environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities, as well as the value of guided self-assessment and goal setting for student independence, motivation, and learning. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

Consistent with the California *Guidelines for Programs Serving Students with Visual Impairments,* the program prepares candidates to provide literacy instruction in consultation and collaboration with general education teachers and other service providers that is responsive to students' wide range of abilities and functional vision as well as to students' linguistic, cognitive, and social strengths. They learn to read, write, proofread, and interline alphabetic and fully contracted Unified English braille as well as produce braille with a braille writer and other technology and braille production methods. Candidates learn about the impact of a sensory disability, including ocular and cerebral visual impairments and limited access to incidental learning, on literacy development, including language development and content knowledge, and they learn multisensory strategies to address this development. Candidates learn the importance of the expanded core curriculum (ECC)[32] and directly teaching concepts that are typically learned incidentally as well as providing experiential and hands-on learning opportunities. They learn to assess and provide direct ECC instruction, particularly in the areas of compensatory or functional academic skills, use of assistive technology, and sensory efficiency skills, to support students' literacy learning. Candidates learn that compensatory skills address concept development, braille and communication skills, listening skills, study and organizational skills, and accessing the general curriculum. The program also addresses the value of specific itinerant services and AAC technologies for children with multiple disabilities and complex communication needs.

The program teaches candidates to conduct specialized assessments to determine the impact of students' visual impairments on their literacy development and to identify optimal learning and communication media and settings. These include functional vision assessments, which

[32] The expanded core curriculum provides a framework for instruction in a specialized set of nine vision-related skills for students who are visually impaired. These include compensatory skills; orientation and mobility; social interaction; independent living; recreation and leisure; sensory efficiency; assistive technology; career education; and self-determination. (Program Guidelines for Students Who are Visually Impaired; Perkins School for the Blind)

determine the extent of what students can see in a variety of learning environments, and learning media assessments, which determine how students use visual, tactile, and auditory media to learn and the literacy formats (print with or without optical devices, large print, braille, digital, or dual media, with or without technology) that are best suited for different tasks.

In addition, the program teaches candidates about the impact of deafblindness on literacy learning and receptive and expressive communication. Candidates learn tactile and other instructional approaches, including the use of vision and hearing technologies as appropriate, to teach literacy to students who identify as deafblind. They also learn about communicating with students who identify as deafblind via tactile American Sign Language, pro-tactile American Sign Language, and haptics, as well as through the use of vision and hearing technologies as appropriate. Candidates learn to collaborate with specialists and interveners for hearing assessments and to directly support students' literacy learning.

7a. Foundational Skills[33]

The Education Specialist Visual Impairments credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print/braille concepts, including pre-braille skills (e.g., tactual discrimination, finger sensitivity, tracking), letters of the print alphabet, braille letters and symbols, including contracted braille, and braille mechanics/.hand movements; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity).

Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. They also learn the impact of contracted braille on mapping sound-symbol correspondences and spelling and the use of various learning media (braille, large print, optical devices, digital, or dual media) on reading fluency, specifically reading rate. The program ensures that candidates understand that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding

[33] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

requires mapping of phonemes to their spellings and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation, through printing, producing braille, keyboarding, or other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an additional language.[34] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[35] for students with reading, writing, or other literacy difficulties and disabilities, including students with complex communication needs or at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. Candidates also learn how to collaborate with students' families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to help conduct comprehensive literacy assessments in coordination with assessment teams, including specialized assessments related to visual impairments; develop Individualized Education Plans for students, including students at risk for and with dyslexia; support classroom teachers as they plan and provide supplemental instruction; and provide accommodations through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. This includes the use of braille and other optical devices and/or AAC devices as appropriate for students with visual impairments. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines; it highlights the impact of

[34] See updated Bilingual Authorization Program Standards and TPEs.

[35] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

incidental learning on comprehension and the need to make connections with and expand students' prior knowledge and experiences. In addition, the program addresses the importance of attending to and recognizing others' perspectives (theory of mind) through nuances in text descriptions. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to students' development, such as reasoning, inferencing, perspective taking, transfer/generalization, and critical reading, writing, listening, and speaking across disciplines. Candidates learn to directly teach students to recognize and understand inferences and nuances in text descriptions that are typically learned incidentally. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed or braille words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing students opportunities to interact with a range of print/braille and digital, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, free from visual bias, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking or communicating symbolically or tactilely, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process (including pragmatics) and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions—whether orally, tactilely, symbolically, or in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. Candidates learn to facilitate communication for students who use braille, tactile or pro-tactile American Sign Language, vocalizations, AAC devices, alternative learning media (e.g., large print, digital), or other communication strategies; they also learn to provide opportunities for experiential learning that support language development. The program focuses on instruction that values and leverages students' existing linguistic repertories, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing students' language, including their knowledge of how language works and the impact of students' visual impairments on their language development. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use, including descriptive vocabulary. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, including multisensory learning; frequent independent reading; and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and concepts and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse- level understandings of language, including pragmatics. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, braille, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; understanding of students' English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and multimodal displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts and to facilitate communication for students who use tactile or pro-tactile American Sign Language, vocalizations, AAC devices, or other communication strategies, including nonverbal social skills. The program teaches candidates ways to support students' recognition and interpretation of the social and emotional content of interactions and to facilitate students' interpersonal engagement. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach students to discuss, present, and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects,

including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use braille writers; speech-to-text and text-to-speech technology; keyboarding; alternate file formats, including auditory versions; AAC and other assistive technology and learning media, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation, through printing, producing braille, or using AAC and other assistive technology as needed, and related language conventions, such as capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of students' speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students' development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through printed, brailled, digital, and symbolic texts and other learning media, discussions, experimentation, and hands-on explorations—for all students. Candidates learn the particular importance of providing experiential learning, multisensory supports, and direct teaching of concepts that are typically learned incidentally for students with visual impairments. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices, including access to incidental learning experiences, multisensory instruction, and co-teaching models. The program

helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers in ways that are appropriate to students' age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[36] and the use of accessible educational and assistive technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Students with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how visual impairments (ocular and cerebral), including deafblindness, and other disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech-language challenges, varied cognitive abilities, executive function disorder, deaf and hard of hearing, varied orthopedic abilities). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum -to meet the needs of individual leaners with visual impairments. The program teaches candidates to understand that a student's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a student's disability and the range of educational needs, including sensory efficiency, functional vision, and learning media, within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/ interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with students on individual goals, and facilitating whole group activities to allow candidates to work with students on individual goals. The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to students' age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and

[36] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

specialists of students who are deaf and hard of hearing and visually impaired), and others to offer additional assessment[37] and instructional support. The program also teaches candidates to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for students with disabilities, including strategies such as fingerspelling decoding or pre-braille skills, as appropriate. The program addresses the importance of facilitating and supporting students' self-advocacy skills and opportunities for self-determination based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when determining special education eligibility, and use assessment accommodations to ensure that multilingual and EL students[38] are neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.

The program incorporates the *California Dyslexia Guidelines*[39] through literacy coursework and (when possible) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of students' visual impairments and possible concurrence of dyslexia in literacy development and to plan instruction accordingly. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Candidates also learn the impact of visual impairments on language development and the implications for ELD for English learner students with visual impairments. Through

[37] See Education Specialist Visual Impairments TPE Domain 5: Assessing Student Learning for additional information.

[38] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities*, for additional information.

[39] See California Education Code 44259(b)(4)

coursework and supervised field experiences, candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[40] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for students' literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students.

Through the program, candidates learn that designated ELD is a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with classroom teachers and other specialists and supporting classroom instruction so that English learner students with visual impairments and other disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice
The program teaches all elements of the Literacy TPEs and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[41] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

[40] See California Code of Regulations, Title 5, Section 11300(a, c).

[41] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

Standard 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten – *Early Childhood Special Education Credential* (Effective July 1, 2024)

The credential program's coursework and supervised field experiences prepare candidates to provide effective language and literacy instruction and learning experiences for young children, birth through kindergarten, who have a wide range of disabilities. Coursework and supervised field experiences encompass the study of effective means of teaching language and literacy across all disciplines[42,43] based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, Infant/Toddler Learning and Development Foundations, and Preschool Learning Foundations. Program coursework and supervised field experiences are aligned with the current, SBE-adopted *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, as well as the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework, Volume 1*. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to children's learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of literacy coursework and supervised clinical practice, candidates learn that children's instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on children's age or grade-level standards as appropriate. Candidates also learn that for multilingual and English learner children, concurrent instruction in each of the themes through integrated and designated ELD is critical.

Grounded in Universal Design for Learning and asset-based pedagogies, the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching

[42] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[43] For children with disabilities the terms listening, speaking, reading, and writing should be broadly interpreted. For example, listening and speaking could include American Sign Language, sign-supported speech, use of graphic symbols, or other means of communication. In a similar vein, reading could include the use of screen-reader technology, braille, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. For children with complex communication needs, speaking or expressive language may entail symbolic communication, including aided language input and graphic symbols, rather than oral production.

Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to children's age, grade, and prior literacy development. Candidates also learn to provide literacy instruction that is responsive to children's linguistic, cognitive, and social strengths. Candidates learn the power of language (whether signed, spoken, written, or symbolic) to understand and transform the world and to create socially just learning environments. The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, all strands of the language and literacy and English-language development domains in the *Preschool Learning Foundations*, all strands of the language development domain in the *California Infant/Toddler Learning and Development Foundations,* and other disciplinary standards to develop children's capacities as effective and critical listeners, speakers, readers, and writers.

The study of high-quality literacy instruction in the program also incorporates the following elements of the *California Comprehensive State Literacy Plan*:

a) Principles of equity, diversity, and inclusion as well as principles of augmentative and alternative communication (AAC), including books and other instructional materials, technologies, and instructional practices that are asset-based[44] and culturally and linguistically responsive, affirming, and sustaining[45]

b) Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for children whose literacy skills are not progressing as expected toward age-level competencies or grade-level standards; and intensive intervention for children who have not benefited from supplemental support

c) Instruction that is responsive to individual children's age, language and literacy development, communication needs, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices

d) Incorporation of the *California Dyslexia Guidelines*

e) Integrated and designated ELD

f) Knowledge of how to promote multiliteracy in both English-medium and multilingual programs

[44] Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

[45] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm children's cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children's lived experiences as assets. These practices affirm the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

g) Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening and diagnostic assessments to determine children's literacy profiles, including communication needs and English learner typologies, to identify potential difficulties in reading and writing, including risk for dyslexia, and to determine children's strengths and needs related to their identified disabilities

Consistent with the *ELA/ELD Framework*, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging and to provide literacy instruction in collaboration with other educators. Candidates learn that effective practices begin with building on children's cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote children's autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates also learn that instructional practices vary according to children's age, learning profiles and goals, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. The program also addresses the value of community-based instruction, specific itinerant services, and AAC technologies for children with multiple disabilities and complex communication needs.

Importantly, candidates learn the importance of creating literacy environments for young children from birth through age five that are nurturing and joyful and that encourage active, playful exploration and investigation. Candidates also learn to provide opportunities for children to engage freely in child-initiated, self-directed activities; work individually and in small groups; and take part in imaginative and dramatic play. Candidates also learn the importance of providing experiential and hands-on learning opportunities and directly addressing skills that children may not have acquired incidentally due to the nature of their disability. The program teaches candidates to conduct specialized assessments to determine the impact of children's disabilities on their literacy development and to identify optimal learning and communication media and settings. Candidates learn the value of guided self-assessment and goal setting for children's independence, motivation, and learning (e.g., simple prompts to encourage children to explain a picture they have painted and what they hope to do next). The program emphasizes the importance of families as the first, primary, and ongoing contributors to children's literacy development. Candidates also learn ways to collaborate and partner with families and communities ensuring that families are welcomed, informed, heard, and included in literacy development opportunities.

7a. Foundational Skills[46]

The Education Specialist: Early Childhood Special Education credential program offers coursework and supervised field experiences that include evidence-based means of teaching the foundational skills to all children as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten and kindergarten. Foundational skills, as defined by the ELA/Literacy standards and the *ELA/ELD Framework,* include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including orthographic awareness; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit and occurs in environment that is print rich and child centered. Candidates learn to engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters, and they learn to engage children in ways that accommodate their identified disabilities, including graphic symbols.

The program ensures that candidates understand the range of foundational skills that children learn in the elementary grades and how the beginning skills taught in early childhood special education settings, birth through kindergarten, support the development of subsequent skills. Candidates learn that instruction in phonological awareness and phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and as transitional kindergarten and kindergarten children learn letter-sound correspondences and simple sight words, practice in connected, decodable text. Candidates become aware of how the connections among the foundational skills (including text reading fluency), language (including semantics, morphology, syntax), and cognitive skills support children as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression in later grades. The program teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing and/or the use of graphic symbols and pictures and other assistive technology as needed, in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction.

The program also includes evidence-based means of teaching foundational skills to multilingual and English learner children while they are simultaneously developing English language proficiency, and in some cases literacy skills in an additional language.[47] The program teaches

[46] See also the California Department of Education (CDE) 2015 publication, Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

[47] See updated Bilingual Authorization Program Standards and TPEs.

candidates to plan foundational skills instruction based on children's communication needs as well as previous literacy experiences in their home languages and to differentiate instruction using guidance from the *ELA/ELD Framework*, including knowledge of cross-language transfer between the home languages and English.

The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of children's progress and diagnostic techniques and includes tiered supports in inclusive settings[48] for children with reading, writing, or other literacy difficulties and disabilities, including children with complex communication needs or at risk for or with dyslexia. Candidates learn to monitor children's progress based on their knowledge of critical milestones of foundational skill development and to adjust and differentiate instruction for children whose skills are not progressing as expected toward age-level competencies or grade-level standards. Candidates also learn how to collaborate with children's families and guardians as well as with teachers, specialists, school psychologists, other professionals, and administrators from the school or district to help conduct comprehensive literacy and AAC assessments in coordination with assessment teams; develop Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), including for children at risk for and with dyslexia; and provide accommodations and modifications through direct supplemental support and/or intensive intervention as appropriate. The program provides supervised, guided practice in clinical settings that allow candidates to provide initial, supplemental, or intensive intervention instruction in foundational skills, particularly at beginning levels of decoding in transitional kindergarten and kindergarten.

7b. Meaning Making

Coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in inquiry, participating in discussions, communicating with others, and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or AAC devices as appropriate. The program teaches candidates ways to engage children in rich early literacy experiences. Candidates learn the value of reading aloud and strategies for modeling and helping children to make predictions, retell and reenact, and respond to and generate questions about stories and other text. The program addresses literal and inferential comprehension with all children at all ages and grades and in all disciplines emphasizing read-aloud and other oral interactions and making connections with prior knowledge and experiences. The program also teaches the importance of attending to a range of higher-order cognitive skills at all grades appropriate to children's development, such as reasoning, inferencing, perspective taking, generalization, and critical reading, writing, listening, and speaking/communicating across disciplines in ways that are appropriate for the age of the children and their disabilities. The program ensures that candidates understand that as children progress through the grades that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading

[48] See the CDE/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding.

The program highlights the importance of providing children with opportunities to interact with a range of print, digital, and symbolic, high-quality literary and informational texts that are developmentally appropriate, fully inclusive, culturally and linguistically relevant, and affirming as listeners, readers, speakers/communicators, and writers and to share their understandings, insights, and responses in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage children in listening, speaking or communicating symbolically, reading, writing, and viewing closely (i.e., with close and thoughtful attention) to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry. Candidates also learn about the value of deep and sustained reading of increasingly complex texts for children as they progress through the grades; they learn to encourage young children to sustain attention during read alouds and other literacy-related activities. In addition, candidates learn to plan instruction, including intentional scaffolding and integration of children's assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.

7c. Language Development

Coursework and supervised field experiences emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that children learn, think, and express information, ideas, perspectives, and questions—whether orally, symbolically, or in writing. Candidates also learn to provide young children with thoughtful and rich exposure to and experience with varied forms of language expression and to respond attentively to children's use of language. The program presents ways to create environments and frame interactions that foster language development for all children, including discipline-specific academic language. Candidates learn to facilitate communication for children who use basic functional signs,[49] eye gaze, vocalizations, AAC devices, alternative learning media (e.g., braille), or other communication strategies; they also learn to provide opportunities for experiential and hands-on learning that support language development. Candidates learn to express interest in and attend to children's communications and expand and elaborate on their language, adding details or more complex sentence structures. The program focuses on instruction that values and leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses multiliteracy in both English-medium and multilingual programs.

The program addresses the importance of developing children's language, including their knowledge of how language works, and candidates' understanding of the impact of children's disabilities on language development. Candidates learn to support children's oral and written language development, including vocabulary knowledge and use. The program highlights

[49] Individual vocabulary terms derived from American Sign Language

effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading and book interactions, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and concepts and of independent word learning strategies for children beyond kindergarten, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program teaches candidates how to support children to develop increasingly complex sentence and text structures. Candidates learn that children enrich their language as they listen, speak or communicate symbolically, read, and write; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. They also learn to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of children's speaking, writing, or other communications; their understanding of children's English language proficiency and literacy-related disabilities; and the integration of language development with other themes.

7d. Effective Expression

Coursework and supervised field experiences address effective oral and written expression, including how children learn to effectively express themselves as activity, play, and communication partners, presenters, and emerging writers and to use digital media and multimodal displays to enhance their expression in a manner that is appropriate for their age and development. Candidates learn how to engage children in a range of interactions and collaborative conversations with diverse partners on grade-level topics and texts and to engage young children in extended conversations in which multiple conversational turns are taken. Candidates learn to facilitate communication for children who use basic functional signs, eye gaze, vocalizations, AAC devices, or other communication strategies, including nonverbal social skills. The program teaches candidates ways to support children's recognition and interpretation of the social and emotional content of interactions and to facilitate children's interpersonal engagement. Candidates learn to help children identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts, including the nonverbal and social interactions depicted or implied in the texts. Through the program, candidates learn to teach children to discuss, present, and write in ways that include multiple means of expression and that are appropriate to their age and development so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help children communicate in ways appropriate for their purpose, audience, context, and task as they create print, digital, or symbolic texts. The program focuses on candidate instruction and supervised support that values and leverages children's existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Through coursework and supervised field experiences, candidates learn to create writing-rich environments with instruction that carefully guides and supports children as they learn to write (or approximate writing) daily for various purposes, including informal writing. Candidates learn to model writing and engage children in responding to texts and experiences through dictation and writing that support learning and reflection across disciplines. Candidates learn that young children begin with drawings, marks, and scribbles that become strings of letters and phonetically spelled words and progress in subsequent grades to conventional spellings and sentences. The program includes explicit instruction for children in transitional kindergarten and kindergarten in letter formation/printing, including the use of AAC and assistive technology as needed, and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Candidates learn to support children in the use of AAC and assistive technology and learning media, such as speech-to-text and text-to-speech technology; keyboarding; and alternate file formats, including auditory versions as appropriate. They become familiar with the value of fluent spelling and handwriting in the writing process. In addition, candidates learn to engage children in self-assessment using simple strategies and to allocate sufficient time for creation and reflection. The program teaches candidates to plan instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of children's speaking, writing, or other communications; and the integration of effective expression with other themes.

7e. Content Knowledge

Coursework and supervised field experiences address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators to plan and implement instruction that maximizes children's development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many children, particularly when the content relevance is clear, reflects and values children's diverse experiences and cultures, and is responsive to their interests.

The program emphasizes the importance of full access to content instruction—including through printed and digital texts and other learning media, discussions, experimentation, and hands-on explorations—for all children. Candidates learn the particular importance of providing experiential learning, multisensory supports, and direct teaching of concepts that children may not have access to learning incidentally. The program teaches candidates to provide the supports needed based on children's language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. Candidates learn to foster new learning and provide choices that reflect and expand children's interests; they engage children in learning experiences that connect to the worlds they know while enriching and extending those worlds. The program helps candidates build children's understandings of the ways in which

disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists).

The program addresses the role of content knowledge as children engage with increasingly complex literary and informational texts, explore questions of interest, and share knowledge in ways that are appropriate to children's age and development. The program also teaches the importance of wide and independent reading in knowledge building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy[50] and the use of educational and assistive technology safely and responsibly and to foster digital citizenship. The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and children's progress as well as the integration of content knowledge with other themes.

7f. Literacy Instruction for Children with Disabilities

Coursework and supervised field experiences provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments, deaf and hard of hearing, varied orthopedic abilities). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all children. The program teaches candidates to understand that a child's membership in a particular disability category represents a label for a qualifying condition and that the specific effects of a child's disability and the range of educational needs within each category vary widely. Candidates learn that services should be based on individual need and not a qualifying condition. The program ensures that candidates understand Multi-Tiered System of Support and the value of providing initial, supplemental, and intensive instruction in inclusive settings, including co-teaching and the use of instructional support personnel, such as classroom assistants, interpreters/interveners, AAC facilitators, and specialists for activities such as support during center rotations, working with children on individual goals, facilitating whole group activities to allow candidates to work with children on individual goals). The program addresses the importance of data-based decision making to plan intensive intervention that is responsive to children's age and development, including (as appropriate) continued emphasis on early literacy skills to permit access to literacy and content across all disciplines.

Additionally, the program helps candidates understand how to collaborate with families and guardians, multidisciplinary teams (including, but not limited to, general education teachers, reading/language arts specialists, speech-language pathologists, school psychologists, occupational therapists, physical therapists, interpreters/interveners, and teachers and specialists of children who are deaf and hard of hearing and/or visually impaired), and others to offer additional assessment[51] and instructional support. The program also teaches candidates

[50] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[51] See Education Specialist ECSE TPE Domain 5: Assessing Student Learning for additional information.

to provide appropriate adaptations (accommodations and modifications) and assistive technology that ensure equitable access to the curriculum for children with disabilities, including strategies such as fingerspelling decoding or pre-braille skills to support children who have visual impairments or blindness, as appropriate. The program addresses the importance of facilitating and supporting children's self-advocacy skills based on their individual needs to ensure access to appropriate adaptations (accommodations, modifications, and when necessary, compensatory strategies). The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and learning disabilities. Candidates learn to collaborate with language development specialists to select appropriate assessments, review multiple factors when developing IFSPs and IEPs, and use assessment accommodations to ensure that multilingual and EL children are accurately assessed and neither over- nor under-identified with disabilities and to provide needed and appropriate interventions.[52]

The program incorporates the *California Dyslexia Guidelines*[53] through literacy coursework and (when possible) supervised field experiences that include the definition of dyslexia and its characteristics; screening and diagnostic assessment to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching and adapting/differentiating instruction for children at risk for and with dyslexia and other literacy-related disabilities. Candidates learn to distinguish between the impacts of children's currently identified disabilities and possible concurrence of dyslexia in literacy development and to plan instruction accordingly. Candidates learn that guiding principles for educating children at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.

7g. Integrated and Designated English Language Development

Coursework and supervised field experiences emphasize that ELD should be integrated into ELA and all other content instruction and build on children's cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of core instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Candidates also learn the impact of children's currently identified disabilities on language development and the implications for ELD for children who are also identified as English learner students. Through coursework and supervised field experiences, candidates learn to provide integrated ELD in which children identified as English learner students are

[52] See the CDE 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities* for additional information.

[53] See California Education Code 44259(b)(4)

taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. Candidates learn to use the ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem[54] to plan instruction that advances English learner children's academic and language development, strengthening children's abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for children's literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to their currently identified disabilities. Candidates also learn to design instruction that develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include children identified as English learner students and recently reclassified English learner students.

The program also prepares candidates to provide designated ELD as a part of the regular transitional kindergarten and kindergarten school day in which children identified as English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is tailored to children's proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study. Through the program, candidates learn the importance of coordinating with language development and other specialists to ensure that English learner children with disabilities receive comprehensive ELD instruction.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice
The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[55] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their children.

[54] See California Code of Regulations, Title 5, Section 11300(a, c).

[55] See Education Specialist Credential Program Standards, Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* and Standard 3: Clinical Practice, for additional information.

Teaching Performance Expectations (TPEs)
Aligned with the *California Standards for the Teaching Profession*

Introduction

The *Teaching Performance Expectations* (*TPEs*) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

In this document, reference is made to the Universal Teaching Performance Expectations which are the Preliminary Multiple and Single Subject Program TPEs . Those candidates obtaining either a Preliminary Mild to Moderate Support Needs or an Extensive Support Needs credential will be required to meet *both* the Universal TPEs and the program specific TPEs for their specialty content area program, prior to being recommended for a preliminary credential. The Preliminary Deaf and Hard of Hearing, Visual Impairments, and Early Childhood Special Education credentials incorporate elements of the Universal TPEs relevant to their individual authorizations.

The TPEs are directly and purposely aligned to the 2024 *California Standards for the Teaching Profession* (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Additional Literacy TPE Domain 7:

- Effective Literacy Instruction for Students with Disabilities (effective July 1, 2024)

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

Education Specialist: Mild to Moderate Support Needs TPEs

Each domain of the Mild to Moderate Support Needs TPEs begins with the Universal TPEs (U) followed by the program specific Mild to Moderate Support Needs TPEs (MM). Candidates in the preliminary program will need to meet both the Universal and Mild to Moderate Support Needs TPEs prior to being recommended for a credential.

TPE 1: Engaging and Supporting All Students in Learning
Elements: Mild to Moderate Support Needs Candidates will:

U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

MM1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

MM1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

MM1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

MM1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE 2: Creating and Maintaining Effective Environments for Student Learning
Elements: Mild to Moderate Support Needs Candidates will:

U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

MM2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.

MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in

hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
Elements: Mild to Moderate Support Candidates will:

U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[56]

U3.4 Individually and through consultation and collaboration with other educators and

[56] See Subject-Specific Pedagogical Skills in Section 2 for reference.

members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

U.3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

MM3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

MM3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Elements: Mild to Moderate Support Needs Candidates will:

U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology.
- applying principles of UDL and MTSS.
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
- appropriate modifications for students with disabilities in the general education classroom.
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

MM4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

MM4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

MM4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

MM4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Elements: Mild to Moderate Support Needs Candidates will:

U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

U5.3 Involve all students in self-assessment and reflection on their learning goals and

progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

MM5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

MM5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

MM5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not

fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator
Elements: Mild to Moderate Support Needs Candidates will:

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

MM6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

MM6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

MM6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

MM6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

TPE 7: Effective Literacy Instruction for Students with Disabilities

U7.1 Plan and implement evidence-based literacy[57,58] instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards[46] and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

U7.3 Incorporate asset-based pedagogies,[14] inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy

[57] Applicable literacy-related standards for Education Specialist candidates are the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. Teachers at all grades share responsibility for developing students' literacy skills and integrating literacy instruction across all academic content areas.

[58] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

development in languages other than English in multilingual (dual language and bilingual education) programs.[59]

U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

U7.5 **Foundational Skills.**[60] Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

U7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

U7.7 **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

U7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and

[59] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and Teaching Performance Expectations specific to multilingual programs.

[60] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

U7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[61]

U7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[62] Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.[63] If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

U7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets

[61] See California Digital Learning Integration and Standards Guidance for additional information.
[62] See Preliminary Education Specialist Credential Teaching Performance Expectations, Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.
[63] See California Practitioners' Guide for Educating English Learners with Disabilities for additional information.

and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Mild to Moderate Support Needs:

MM 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.

MM 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

MM 7.3 Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Education Specialist: Extensive Support Needs TPEs

Each domain of the Extensive Support Needs TPEs begins with the Universal TPEs (U) followed by the program specific Extensive Support Needs TPEs (EX). Candidates in the preliminary program will need to meet both the Universal and Extensive Support Needs TPEs prior to being recommended for a credential.

TPE 1: Engaging and Supporting All Students in Learning

Elements: Extensive Support Needs Candidates will:

U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills

related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.

EX1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.

EX1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.

EX1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.

EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.

EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

EX1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

EX1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

EX1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

EX1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

TPE 2: Creating and Maintaining Effective Environments for Student Learning
Elements: Extensive Support Needs Candidates will:

U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

EX2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.

EX2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.

EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.

EX2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and

treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

EX2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.

EX2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

EX2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

EX2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

EX 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

EX 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

EX 2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

EX2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

EX2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

EX2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
Elements: Extensive Support Needs Candidates will:

U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[64]

U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

EX3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.

[64] See Subject-Specific Pedagogical Skills in Section 2 for reference.

EX3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.

EX3.3 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

EX3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

EX3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Elements: Extensive Support Needs Candidates will:

U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology.
- applying principles of UDL and MTSS.
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
- appropriate modifications for students with disabilities in the general education classroom.
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.

U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

EX4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.

EX4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

EX4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

EX4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

EX4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

EX4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

EX4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

EX4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Elements: Extensive Support Needs Candidates will:

U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

EX5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

EX5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when

and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

EX5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

EX5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

EX5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator

Elements: Extensive Support Needs Candidates will:

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

EX6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

EX6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

EX6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

EX6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.

EX6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

EX6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

EX6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

TPE 7: Effective Literacy Instruction for Students with Disabilities

U7.1 Plan and implement evidence-based literacy[65,66] instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards[67] and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is

[65] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[66] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

[67] Applicable literacy-related standards for Education Specialist candidates are the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. Teachers at all grades share responsibility for developing students' literacy skills and integrating literacy instruction across all academic content areas.

comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

U7.3 Incorporate asset-based pedagogies,[68] inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[69]

U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

U7.5 **Foundational Skills.**[70] Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

U7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the

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[68] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

[69] See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and Teaching Performance Expectations specific to multilingual programs.

[70] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

U7.7 **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

U7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

U7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[71]

U7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[72] Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including

[71] See California Digital Learning Integration and Standards Guidance for additional information.

[72] See Preliminary Education Specialist Credential Teaching Performance Expectations, Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.

students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.[73] If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

U7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Extensive Support Needs:

EX 7.1 Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.

EX 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

EX 7.3 Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

[73] See California Practitioners' Guide for Educating English Learners with Disabilities for additional information.

EX 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

EX 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.

EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.

EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Education Specialist: Deaf and Hard of Hearing (DHH)

A **glossary of bolded terms** can be found at the end of the document.

TPE 1: Engaging and Supporting All Students in Learning

Elements: DHH Candidates will:

1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a **heritage language**), **research-based bilingual education methodology**, **translanguaging** practices and current effective learning.
2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.
3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.
4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on **language planning** that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of **Assistive Technology** and **Augmentative and Alternative Communicative** Devices as appropriate).
6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.
7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.
8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements: DHH Candidates will:

1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.
2. Design learning environments that maximize opportunities to progress from emerging to a formal language and using **translanguaging techniques** appropriate to each student to further ASL and/or English competency.
3. Establish, maintain, and monitor an inclusive environment which cultivates **language equity** by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships.
4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and **intersectionality** among students.
5. Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.
6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.
7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or **mental health** and **medical** needs) in the classroom by making effective use of support specialists, other **service providers**, available non-certificated staff, and other community resources.
8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.
9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
Elements: DHH Candidates will:

1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.
2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.
3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).

4. Demonstrate knowledge of **translanguaging** and **transliterating techniques** (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.
5. Demonstrate knowledge of auditory, tactile, and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.
6. Construct accessible learning experiences that incorporate use of **auditory, tactile**, and **visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.
7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.
8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Elements: DHH Candidates will:

1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.
2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.
3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.
4. Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.
5. Access resources for planning and instruction, including the expertise of Deaf, hard of hearing, and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.
7. Coordinate, collaborate, co-teach, and communicate effectively with other agencies, educators, **service providers**, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.

TPE 5: Assessing Student Learning
Elements: DHH Candidates will:

1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining **assessments** for placement and progress monitoring.
2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.
3. Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress.
4. Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all **stakeholders**.
5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student.
6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access, and independence.

TPE 6: Developing as a Professional Educator
Elements: DHH Candidates will:

1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.
2. Demonstrate the ability to present unbiased information to families on the differences in **perspectives on deafness**, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.
3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.
4. Demonstrate the ability to manage, monitor, and maintain **assistive auditory technologies**, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.
5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment

and teaching strategies, as well as a team approach in collaboration with other **service providers** and community agencies to design assessment and instruction.

8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

TPE Domain 7: Effective Literacy Instruction for Deaf Students

7.1 Plan and implement evidence-based literacy[74,75] instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *California Infant/Toddler Curriculum Framework* and *California Preschool Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

[74] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral (signed and/or spoken), written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[75] For deaf students, the terms *listening* and *speaking* should be interpreted to include viewing a visual language and signing, based on the language of instruction and the deaf student's home language skills.

7.3 Incorporate asset-based pedagogies,[76] inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[77]

7.4 Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 **Foundational Skills.**[78] Develop students' skills in print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping; phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning; phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or through facial expressions and movement in ASL), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

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[76] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective

[77] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[78] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 **Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening/viewing, and signing/speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.

Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and

responsibly, and foster digital citizenship.[79]

7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[80] Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs for literacy instruction related to any currently identified disabilities. Understand how to appropriately assess and interpret results for English learner students.[81] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and ASL and as appropriate in ASL and any other the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for deaf students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.

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[79] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[80] See Education Specialist Deaf and Hard of Hearing TPE Domain 5: Assessing Student Learning for additional information.

[81] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, for additional information.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co- teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

7.14 Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro- tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.

DHH TPEs Glossary Terms (*from bolded terms in TPEs*)

1. **Assessments:** Includes functional behavior assessment, informal, formal, formative, summative, diagnostic, progress-monitoring, and evidence-based performance used for the purpose of screening, referral, placement, progress monitoring, etc.
2. **Assistive technology**: Assistive technology is used to refer to a broad category of technologies that assist individuals in accessing their environment for communication and/or learning. These include technologies that enhance auditory, visual, or tactile information. **Assistive auditory technologies** include hearing aids, BAHAs (Bone Anchored Hearing Aids), cochlear implants, auditory brainstem implants, hearing or induction loops, wireless Bluetooth/FM/infrared systems, and personal amplifiers. Other assistive technologies may include alerting devices, such as visual alarms, vibrators, and flashing lights, computer or electronic assistive devices, computer software and hardware, such as voice recognition programs, speech generating devices, screen readers, and screen enlargement applications, closed captioning, video communication systems (e.g. FM systems, RMT). Assistive technology also includes augmentative and alternative communication devices; see Augmentative and Alternative Communication (Clerc Center, 2014).
3. **Auditory**: Auditory pertains to the sense of hearing, or to the organs of hearing, specifically what is perceived through or resulting from the sense of hearing, as well as any auditory input, such as speech, music, or environmental sounds used to enhance communication or illustrate a concept being taught.
4. **Augmentative and Alternative Communication (AAC):** Communication methods that supplement or replace speech or writing, often using a tool, such as a communication board with visual/graphic symbols, or computer programs that use synthesized/digitized speech to communicate for the user (National Joint Committee/ASHA, 2018).
5. **Deaf**: The term *deaf* is used in an all-inclusive manner, to include students who may identify as Deaf, deaf, deafblind, deaf disabled, hard of hearing, late-deafened and hearing impaired (NAD, 2018). We have chosen to use one term, *deaf*, with the goal of recognizing experiences that are shared by all members of this diverse population while also honoring all of their differences.
6. **Heritage language**: The term heritage language has been variously defined as 1) a minority language learned by its speakers at home as children, but never fully developed, because speakers grow up with a dominant language, in which they become more competent, 2) a continuum that ranges from fluent speakers to barely speaking individuals of the home language (Polinsky & Kagan, 2007), 3) the language of a person's family or community, which the person does not speak or understand but with which he/she culturally identifies (Ochs & Schieffelin, 2017). Heritage language learners (HLLs) more recently have been defined as "individuals with familial or ancestral ties to a language other than English who exert their agency in determining if they are HLLs of that language" (Hornberger & Wang, 2017).

7. **Intersectionality:** The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage, e.g., *Deaf+woman+Latina*.
8. **Language equity**: Language equity includes the concept of power dynamics between dominant and marginalized groups, which is often based on groups marginalized due to their language, if it doesn't match the language of the dominant group (Komesaroff, 2013). Language equity is the quality of being fair and impartial regarding students' language differences with the focus of all instruction leading to comprehension (Cervantes-Soon, et al 2017).
9. **Language planning**: is a strategy that specifies how each language will be taught in a dual language program
10. **Mental health needs**: childhood trauma, post-traumatic stress disorder, socioemotional disorder, conduct disorder, disruptive behavior, oppositional defiant disorder, separation anxiety, generalized anxiety, depression, attention deficit hyperactivity disorder and autism spectrum, or other generalized mental health needs that may impact a student's academic success or failure.
11. **Medical**: Medical pertains to any needs that are overseen by medical professionals (physicians, nurses, psychiatrists, etc.), e.g., tracheotomies and Passy Valves, seizure disorders, cerebral palsy, etc.
12. **Perspectives on deafness:** Perspectives on deafness include a continuum of cultural identities. Cultural identity includes the traditions, customs, language, and worldview of the culture. Cultural identity for deaf children is quite divers, and may include Deaf culture, where ASL or another form of sign language (e.g., Mexican Sign Language) is the community language, or cultural identity may include the culture of the hearing family, which usually includes one or more spoken languages (English, Spanish, Mandarin, etc.). Cultural identity may include a range between these two options.
13. **Research-based bilingual education methodology:** Research-based bilingual education methods may be implemented in a variety of structures, which may include: 1) bilingual-bicultural, where sign language is learned as the native, or first, language, which then serves as a foundation to access written language (Marschark, Tang, & Knoors, 2014); or 2) bilingual, where two or more spoken languages are learned, either concurrently or sequentially, e.g., ASL and a spoken language, English and Spanish, etc.
14. **Service providers:** Service providers are professional personnel who may have roles for serving the student through the IFSP, IEP, or Transition Plan, usually as related services. They include speech language pathologists, audiologists, occupational therapists, physical therapists, medical and health professionals, psychologists, interpreters, parent counseling and training personnel, orientation, and mobility personnel, etc. (Parent Center Hub, 2017).
15. **Stakeholders**: anyone who is invested in the welfare and success of *deaf* students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, interpreters, elected officials such as school board members, city

councilors or state representatives. *Stakeholders* may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions.

16. **Tactile**: Tactile pertains to the sense of touch, or to the organs of touch, specifically what is perceived through or resulting from the sense of touch, and any tactile input, such as pressure, movement, temperature to enhance communication or illustrate a concept being taught.
17. **Translanguaging techniques**: the use of a variety of language strategies and practices that foster linguistic diversity within the classroom that values multiple languages by leveraging students' full language repertoire (not to be confused with code-switching), i.e., read thematically in multiple languages, process language in multiple languages, multilingual word walls, multilingual writing.
18. **Transliterating techniques**: code-switching; mapping from one system of language to another: i.e., reading an English text utilizing ASL signs or transliterating spoken language using Cued Speech.
19. **Visual**: Visual pertains to the sense of seeing, specifically what is perceived through the or resulting from the organs of vision, and any visual input, such as a symbol, picture, sign, video clip, or display used to enhance or accompany communication or illustrate or a concept being taught.

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Education Specialist Visual Impairments

Teachers of the visually impaired (TVI) are special education teachers who, with their Education Specialist credential, are authorized to assess and teach students birth through age 22 with visual impairments. These teachers provide service and access to general education, and assessment and direct instruction in the expanded core curriculum (ECC). The ECC refers to nine areas of development that are impacted by a visual impairment and include compensatory skills (including Braille proficiency), orientation and mobility, social skills, independent living skills, recreation and leisure, career education, use of assistive technology, sensory efficiency skills, and self-determination. These areas of development are typically learned by students without visual impairments through interactions with their environment, but students who are visually impaired require specialized assessment and direct instruction in these areas due to the impact of a visual impairment on the natural course of learning and development.

TPE 1: Engaging and Supporting Students in Learning

Elements: TVI Candidates will:

1. Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services.
2. Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth-22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).
3. Use alternate visual and nonvisual strategies to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.
4. Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics.
5. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
6. Instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.
7. Collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals to support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of

individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) including learners with co-occurring disabilities (including autism and deaf blindness).

8. Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.
9. Adapt mainstream technology software/hardware including adjusting visual and auditory output based on individual characteristics.
10. Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.

TPE 2: Creating and Maintaining Effective Environments for Student Learning
Elements: TVI Candidates will:

1. Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
2. Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.
3. Identify unique issues specific to visual impairment for accessing digital multimedia and virtual built environments such as software programs, websites, and virtual classrooms.
4. Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouse less computing (tactile) settings, and low tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.
5. Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
6. Evaluate social interaction skills and design behavior management strategies appropriate for learners with visual impairments to maximize positive social engagement/interaction across all environments.
7. Teach and support students with visual impairments' skills in using human guide, spatial orientation and self-familiarization within school environments, protective techniques for safe travel across classroom and school campus environments.
8. Teach students with visual impairment to develop orientation skills using physical and virtual

environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse assistance as needed.

9. Teach students with visual impairment nonvisual and alternate strategies for promoting digital citizenship and secure online practices.
10. Communicate with technology, web, and curriculum developers and IT staff on accessibility needs of learners with visual impairments.
11. Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).
12. Structure and supervise the activities of para-educators who support students with visual impairments.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
Elements: TVI Candidates will:

1. Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.
2. Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.
3. Demonstrate basic proficiency in reading, writing, proofreading, and interlining music, foreign language, and computer braille code.
4. Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.
5. Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency.
6. Develop, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
7. Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.
8. Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.
9. Identify the individual needs of the full range of learners and adapt materials and curricula as

appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

10. Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.
11. Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.
12. Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.
13. Collaborate with the educational team to promote literacy and STEAM development.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Elements: TVI Candidates will:

1. Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and including those with co-occurring disabilities (including autism and Deaf-Blindness), and their families.
2. Obtain resources for braille codes currently in use.
3. Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.
4. Use and teach device/software navigation features for efficient and equitable navigation of information.
5. Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.
6. Select and use visual, nonvisual, and adaptive methods to teach technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information.
7. Plan and implement explicit instruction in assistive technology that permits students to meet, and advocate for, their own access needs.
8. Teach students to install and maintain assistive technology, use troubleshooting techniques, and appropriately use connectivity.
9. Teach students to use visual, nonvisual, and/or adaptive methods to organize their own workspace, manage materials, and gain access to needed resources.
10. Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.
11. Use basic methods to adapt and format inaccessible media, text, images, graphics, and video to improve usability for students with visual impairments.
12. Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet

individual needs.

13. Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.
14. Teach students to access, interpret, and create increasingly complex 3-dimensional, printed, and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, objects, and tables, based on individual needs.
15. Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.
16. Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.
17. Teach basic orientation including body image, and spatial, temporal, positional, directional, and physical and virtual environmental concepts based on individual needs to promote motor and spatial skills development, orientation and mobility in physical and virtual environments, for academic and social inclusion.
18. Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices, including long cane, adaptive mobility devices, dog guides, electronic travel devices, and other technology for orientation and mobility.
19. Teach independent living skills using alternate strategies based on individual needs, including skills related to organization, personal hygiene, grooming, clothing care, dressing, time management, eating, cooking, cleaning, other household tasks, telephone use, and money management.
20. Teach social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality.
21. Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings.
22. Teach career education skills usually acquired visually to facilitate transition of students with visual impairments based on individual needs, including facilitating positive work habits and skills, concepts related to work, exploration of vocational interests, opportunities to work, use of technology to complete tasks in the workplace, and for planning for post-school engagement across settings.
23. Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.

24. Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.
25. Teach students their legal rights and responsibilities related to being a citizen with a visual impairment.
26. Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other Expanded Core Curriculum skills across settings.
27. Collaborate with families and other team members to plan and implement transitions across the life-span (birth-22 years old) that address needs unique to students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
28. Instruct para-educators, braille transcribers and/or alternate media, and related resource specialists on the production of accessible media including text, images, and video in collaboration with the educational team and families.

TPE 5: Assessing Student Learning
Elements: TVI Candidates will:

1. Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
2. Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
3. Use results from multiple, valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, with and without specific visual diagnoses
4. Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.
5. Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for psychosocial and psychoeducational assessment/evaluations are necessary.
6. Adapt assessments/evaluations when tests are not validated on individuals with visual impairments, such as provision of appropriate accommodations to ensure students can access evaluation materials and interpret results with caution.
7. Identify assessment/evaluation items and measures that are biased and make

recommendations for learning media, low vision, and/or non-visual accommodations and modifications.

8. Collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments.
9. Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
10. Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.
11. Assess cognitive, motor, social, and language concepts unique to individuals with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
12. Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.
13. Interpret assessment/evaluation results to determine individual needs to support acquisition of skills in both the general and expanded core curriculum and interpret how a visual impairment may impact behavior.
14. Identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations.
15. Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.
16. Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.
17. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
18. Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speed.
19. Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-

occurring disabilities, including autism and Deaf-Blindness.

TPE 6: Developing as a Professional Educator
Elements: TVI Candidates will:

1. Develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
2. Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.
3. Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.
4. Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.
5. Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities.
6. Articulate a plan for continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to access technology, most prevalent causes of and medical treatments for severe visual impairment and co-occurring disabilities, and implications on learning and instruction of students with visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.
7. Conduct internet and library database searches to locate information specific to visual impairment.
8. Use tools for online engagement in communities of practice.
9. Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.
10. Serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment.

TPE 7: Effective Literacy Instruction for Students with Visual Impairments
Elements: TVI Candidates will:

7.1 Plan and implement evidence-based literacy[82,83] instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Braille Reading Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations); the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *California Preschool Curriculum Framework* and *California Infant/Toddler Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of visual impairments on language and literacy development; the California *Guidelines for Programs Serving Students with Visual Impairments*; and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate evidence-based asset-based pedagogies,[84] inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum needs), and culturally and linguistically affirming and sustaining practices in

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[82] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[83] For students with visual impairments the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening for students who identify as deafblind could include tactile or pro-tactile American Sign Language, sign-supported speech, or other means of communication

[84] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

literacy instruction recognizing and incorporating the diversity of students' cultures, languages, dialects, communication needs, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[85]

7.4 Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media, and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low-vision and AAC devices, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.

7.5 **Foundational Skills.**[86] Develop students' skills in print/braille concepts, including letters of the print and braille alphabets, including contracted braille; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 **Meaning Making.** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, braille, digital, and oral/ tactile/symbolic), questioning, experiential multisensory and hands-on learning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 **Language Development.** Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level

[85] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[86] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

understandings, pragmatics as students read, listen, speak or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in experiential learning and in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways, including through printed, brailled, and digital texts and multimedia, discussions, experiential multisensory and hands-on learning, experimentation, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.[87]

7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[88] Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities; and determine students' strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications. Understand how to appropriately assess and interpret results for English

[87] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance*, for additional information.

[88] See Education Specialist Visual Impairments TPE Domain 5: Assessing Student Learning for additional information.

learner students.[89] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for students with visual impairments who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to functional vision, learning media, and the expanded core curriculum. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

7.14 Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio; multimedia; AAC) and multiple means

[89] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities*, for additional information.

of communication (e.g., tactile and pro-tactile American Sign Language, voice output devices) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.

Early Childhood Special Education TPEs

The California Standards for the Teaching Profession:
Standard 1: Engaging and Supporting All Students* in Learning
Standard 2: Creating and Maintaining Effective Environments for Student Learning
Standard 3: Understanding and Organizing Subject Matter for Student Learning
Standard 4: Planning Instruction and Designing Learning Experiences for All Students
Standard 5: Assessing Students for Learning
Standard 6: Developing as a Professional Educator

**In the Early Childhood Special Education context, "students" is understood to refer to "young children," from birth through kindergarten*

Introduction to this Document
Organization: This document uses the six standards of the *California Standards for the Teaching Profession* (CSTP) to organize the set of knowledge, skills, and performance expectations for a beginning California Early Childhood Special Education (Birth – K) Specialist. The CSTP, developed with extensive stakeholder input, were selected as the organizing framework because these standards were purposefully developed and adopted by the Commission to be broadly encompassing and descriptive of the continuum of teaching and learning. Although the original version of the CSTP was developed to describe teaching and learning as applicable to TK-grade 12, the content of the standards in this document has been specifically adapted to apply to the work of California Early Childhood Special Education Specialist Teachers, and to address teaching and learning for California's youngest learners from birth-kindergarten.

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession*. Additionally, a seventh TPE domain has been added for Literacy (effective July 1, 2024). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of beginning performance. The numbering and order of the seven TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the order of the elements within each PE do not indicate relative importance or value.

The *Teaching Performance Expectations* (TPEs) comprise the body of knowledge, skills, and abilities that Beginning California Early Childhood Education Specialist Teachers should have the opportunity to learn and practice in preparation programs in California. Beginning California Early Childhood Education Specialist Teachers demonstrate their knowledge and skills related to the TPEs in the context of successfully completing course work and engaging in TPE-related fieldwork/clinical practice in the Early Childhood Education (ECE) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's Infant/Toddler and Preschool Learning Foundations, and related documents from the California Department of Education. They require beginning California Early Childhood Education Specialist Teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every young

child in their ECE setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students with disabilities.

Beginning California Early Childhood Special Education (Birth – K) Specialists are expected to know how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners, in the special education ECE setting.

Addressing the teaching and learning of all young children: Throughout this set of TTPEs, reference is made to "all students" This phrase is intended as a widely inclusive term that references **all** students within a given ECE setting. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual identification/orientation, language, religion, and/or geographic origin. The range of students in California early learning special education settings also includes students whose first language is English, and dual language learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in these standards and TPEs.

Source Documents: The Standards and Expectations contained in this document are grounded in several key source documents in the field, as adapted to apply to a beginning California Early Childhood Education Specialist Teacher at the point of initial licensure. State licensure standards by design represent the *minimum* expectations for the target workforce at the level of initial entry into the profession, not the expectations for what an accomplished veteran ECE teacher or administrator would know or be able to do. The standards cited below as key source documents in the field largely describe levels of expected accomplished, veteran practice and thus the content of these documents have purposefully been synthesized and adapted to apply specifically to the *entry-level* workforce.

The source documents are:

- *The California Standards for the Teaching Profession,* California Commission on Teacher Credentialing, 2009
- *The Teaching Performance Expectations,* California Commission on Teacher Credentialing, rev. 2016
- *The California Early Childhood Educator Competencies,* California Department of Education, 2012
- *The California Preschool Learning Foundations, volumes 1-3,* California Department of Education, 2008

Job Role Addressed by this set of Standards and Performance Expectations: Teaching, Coaching and Mentoring in a special education ECE setting.

An Early Childhood Education Specialist Teacher provides service in the care, development, and instruction of children with special needs in a childcare and development program or other appropriate setting, assists in the professional learning, growth and development of other program staff through coaching and mentoring activities, and may also supervise the work of other adults in the specific ECE setting.

TPE 1: Engaging and Supporting Young Children in Learning
Elements: Early Childhood Special Education Candidates will:

1. Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.
2. Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.
3. Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.
4. Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
5. Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.
6. Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities.
7. Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.
8. Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.
9. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.
10. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
11. Facilitate the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people e.g., peers, service providers, family, community).

TPE 2: Creating and Maintaining Effective Environments for Young Children's Learning
Elements: Early Childhood Special Education Candidates will:

1. Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).
2. Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths based, family-centered, and culturally and linguistically responsive.
3. Organize space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences.
4. Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.
5. Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.
6. Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning
Elements: Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.
2. Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children
3. Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.
4. Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.
5. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.

6. Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.
7. Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.
8. Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.
9. Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

TPE 4: Planning Instruction and Intervention and Designing Learning Experiences for All Young Children

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.
2. Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.
3. Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.
4. Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
5. Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.
6. Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

7. Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.
8. Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.
9. Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.
10. Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, childcare centers, school, other community settings, homes) and across developmental and curricular domains.
11. Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.
12. Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.
13. Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

TPE 5: Assessing Young Children's Learning and Development
Elements: Early Childhood Special Education Candidates will:

1. Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).
2. Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired child and family outcomes, and inform instruction and intervention activities.
3. Demonstrate knowledge of evidence -and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.
4. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
5. Modify assessment procedures as acceptable within the normative parameters of the assessment to accommodate or compensate for the impact of the child' disability on the child's ability to perform on the assessment as designed.

6. Use ongoing assessment data from a variety of sources and settings (e.g., information from children's' families/caregivers, records from other service providers progress monitoring and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.
7. Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

TPE 6: Developing as a Professional Educator

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.
2. Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.
3. Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.
4. Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).
5. Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.
6. Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.
7. Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.
8. Facilitate effective collaborative transitions between the stages of schooling and educational setting (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
9. Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers administration, supervisors, and stakeholders.
10. Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities,

initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.

11. Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.
12. Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.
13. Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.
14. Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.
15. Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.
16. Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).
17. Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).
18. Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

TPE 7: Effective Literacy Instruction for Children with Disabilities, Birth Through Kindergarten
Elements: Early Childhood Special Education Candidates will:

7.1 Plan and implement evidence-based literacy[90,91] instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the *Infant/Toddler Curriculum Framework* and *Preschool Curriculum Framework*.

7.2 Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi- Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children's disabilities on language and literacy development; and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,[92] inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children's cultures, languages, dialects, communication needs, and home communities. Promote

[90] Literacy comprises listening/viewing, signing/speaking, reading, and writing; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[91] For children with disabilities the terms listening, speaking, reading, and writing should be broadly interpreted. For example, listening and speaking could include American Sign Language, sign-supported speech, use of graphic symbols, or other means of communication. In a similar vein, reading could include the use of screen-reader technology, braille, or other assistive devices, while writing could include the use of a scribe, computer, or speech- to-text technology. For children with complex communication needs, speaking or expressive language may entail symbolic communication, including aided language input and graphic symbols, rather than oral production.

[92] Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm children's cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children's lived experiences as assets. These practices affirm the diversity that children bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.[93]

7.4 Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child- initiated and self-directed activities; and imaginative and dramatic play.

7.5 **Foundational Skills.**[94] Develop children's foundational skills according to the standards and expectations specified for children's age and grade incorporating the accommodations and modifications needed to address children's identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children's skills in transitional kindergarten and kindergarten in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.

[93] See updated Bilingual Authorization Program Standards and TPEs for program standards and TPEs specific to multilingual programs.

[94] See also the CDE 2015 publication, Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

7.6 **Meaning Making.** Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.

7.7 **Language Development.** Promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Promote children's language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children's language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 **Effective Expression.** Develop children's effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children's use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children's fluency in handwriting or use of graphic symbols.

7.9 **Content Knowledge.** Promote children's content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children's

interests. Promote digital literacy and the use of educational technology safely and responsibly.[95]

7.10 Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.[96] Understand how to use screening and diagnostic assessments to determine children's literacy profiles; identify potential reading and writing difficulties, including children's risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children's currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students.[97] Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.

7.11 Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children's currently identified disabilities. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary

[95] See the CDE 2022 publication, *California Digital Learning Integration and Standards Guidance,* for additional information.

[96] See Education Specialist ECSE TPE Domain 5: Assessing Student Learning for additional information.

[97] See the CDE 2019 publication, *California Practitioners' Guide for Educating English Learners with Disabilities,* for additional information.

disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.

7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.

Part 2: Subject-Specific Pedagogy

Introduction

This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).