

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

1.1. Institution Name: **California State University, Los Angeles**

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

Marcos Pizarro, Dean
mpizarr7@calstatela.edu
Ph: 323-343-4300

1.3. Primary contact(s) for questions and subsequent follow up communications from the Commission regarding the literacy certification process, including contact name, title, email, and phone number. Institutions may list up to 2 individuals. Note: The institution's Dean or Director of Teacher Education will receive all formal communication as well as the named individual(s).

Mitch Fryling, Associate Dean
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1.4. Credential program type addressed in this document. (i.e., Preliminary Multiple Subject, Education Specialist: Mild Moderate Support Needs).

Education Specialist: Mild Moderate Support Needs
Education Specialist: Extensive Support Needs
Education Specialist: Visual Impairments
Education Specialist: Early Childhood Special Education

1.5. List of all pathways offered by the institution for this credential (e.g., student teaching traditional, intern, residency).

Preliminary Education Specialist: Mild Moderate Support Needs
Preliminary Education Specialist: Extensive Support Needs
Preliminary Education Specialist: Visual Impairments
Preliminary Education Specialist: Early Childhood Special Education
Intern Education Specialist: Mild Moderate Support Needs
Intern Education Specialist: Extensive Support Needs
Intern Education Specialist: Visual Impairments
Intern Education Specialist: Early Childhood Special Education
Residency Education Specialist: Mild Moderate Support Needs
Residency Education Specialist: Extensive Support Needs
Residency Education Specialist: Visual Impairments
Education Specialist: ITEP Mild Moderate Support Needs/Multiple-Subject

1.6. Affirmation by the Dean or Director of Teacher Education of the following statements:

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

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

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

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

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

Submission Requirements for Part 2

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

All Pathways (all pathways take the same content courses)	List of all required courses where the primary focus is literacy instruction	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course
Education Specialist: Mild/Moderate Support Needs - All pathways	EDSP 4010 Cognitive, Linguistic & Literacy Processes in Individuals with Special Needs. EDSP 4050 Instruction in English Language Arts for K-12 Students with Disabilities	EDSP 4000 Foundations of Special Education EDSP 4069: Early Fieldwork Seminar: Mild to Moderate and Extensive Support Needs

	<p>EDSP 4060/4061 Early Fieldwork in Inclusive Teaching: Mild/Moderate Support Needs</p> <p>EDSP 4257 Advanced Study of Intensive Literacy Instruction: Mild to Moderate Needs</p>	
Education Specialist: Extensive Support Needs - All Pathways	<p>EDSP 4010 Cognitive, Linguistic & Literacy Processes in Individuals with Special Needs.</p> <p>EDSP 4050 Instruction in English Language Arts for K-12 Students with Disabilities</p> <p>EDSP 4060/4062 Early Fieldwork in Inclusive Teaching: Extensive Support Needs</p>	<p>EDSP 4000 Foundations of Special Education</p> <p>EDSP 4069: Early Fieldwork Seminar: Mild to Moderate and Extensive Support Needs</p>
Education Specialist: Visual Impairments - All Pathways	<p>EDSP 4010 Cognitive, Linguistic & Literacy Processes in Individuals with Special Needs.</p> <p>EDSP 4651L Learning Media Assessment for Students with Visual Impairments</p> <p>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</p> <p>EDSP 4660 Literacy Braille Code for Individuals with Visual Impairments</p>	<p>EDSP 4000 Foundations of Special Education</p> <p>EDSP 4661 Advanced Braille Code for Individuals with Visual Impairments</p> <p>EDSP 4662 Specialized Technology for Individuals with Visual Impairment</p> <p>EDSP 4670 Los Incidence Early Childhood Education</p> <p>EDSP 5661 Braille Competency Exam</p> <p>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</p>
Education Specialist: Early Childhood Special	<p>EDSP 4010 Cognitive, Linguistic & Literacy</p>	<p>EDSP 4000 Foundations of Special Education</p>

Education - All Pathways	Processes in Individuals with Special Needs. EDSP 4141 Early Childhood Special Education Intervention Lab EDSP 4142 Early Childhood Special Education Intervention Seminar EDSP 4180 Evidence Based Practice in Early Literacy for Young Children with Disabilities	EDSP 4065/4085 Student Teaching/Directed Teaching in Early Intervention (Birth-3) EDSP 4075/4095 Student Teaching/Directed Teaching in Preschool Special Education
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2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

Pathway	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Education Specialist: Mild/Moderate Support Needs - <i>All Pathways</i>	A special education faculty Literacy Committee was formed that focused on alignment of shared and specialization-specific courses with the new literacy instruction Standard 7 and teaching performance expectations (TPEs). Dr. Anna Osipova served as the designated literacy representative for Mild/Moderate and Extensive Support Needs program; Dr. Cheryl Kamei-Hannan served as the designated literacy representative for Visual Impairment program; Dr. Ya-Chih Chang served as the designated literacy representative for the Early Childhood Special Education program throughout the 2022-23, 2023-24 academic years. The committee also included other faculty (Dr. Holly Menzies; Prof. Brenda Naimy) who teach	Dr. Nicholas Casias Associate Professor Special Education & Counseling
Education Specialist: Extensive Support Needs - <i>All Pathways</i>		Dr. Ya-Chih Chang Professor Special Education & Counseling
Education Specialist: Visual Impairments – <i>All Pathways</i>		Dr. Margaret Clark Professor Special Education & Counseling

<p>Education Specialist: Early Childhood Special Education - All Pathways</p>	<p>shared courses and whose literacy expertise was beneficial for consultation purposes.</p>	<p>Dr. Robin Dodds Associate Professor Special Education & Counseling</p>
	<p>Within Education Specialist Programs, the literacy representatives met with all Special Education faculty bi-monthly to coordinate plans to embed Standard 7 and the literacy TPES across all specialization programs (i.e., MMSN, ESN, VI, ECSE). Specifically, courses with primary and secondary literacy foci were identified, new content was developed, assignments were created and revised to address the literacy standards across programs for introduction, practice, and assessment of candidates' skills. Credential specialization program faculty met monthly with the larger special education group to discuss and provide feedback regarding the courses' structure, content, assignments, and resources to align with Standard 7 and literacy TPEs. Special education literacy faculty representatives consulted throughout the academic year 2023-2024 to ensure cohesive alignment of the programs and appropriateness of shared courses/content/assignments.</p> <p>Within the College of Education, Dr. Jamie Marsh (the primary contact for the TPE Literacy project in 2023-2024 academic year) provided updates on SB 488 Certification, the New Literacy Program Standard 7 and TPEs, as well as related CTC updates.</p> <p>Drs. Anna Osipova, Ya-Chih Chang, and Bryan Thornton (MMSN, ECSE, and ESN faculty and members of the Taskforce the UC/CSU Collaborative on Neurodiversity and Learning) shared the Collaborative's and CAR-W updates and work related to content development.</p> <p>Dr. Ya-Chih Chang presented the dyslexia and literacy content at the Early Childhood Education Prekindergarten meetings with the Director of CAR/W.</p> <p>The Literacy Committee Representatives (Drs. Osipova, Chang, Kamei-Hannan) served as liaisons between the departments of Special Education and Curriculum and Instruction (C&I) to ensure interdepartmental collaboration. The Committee members met with C&I faculty to discuss new literacy instruction Standard 7- related content and assignments for shared course (EDSP 4000). Prof. Brenda Naimy (lead faculty for the</p>	<p>Dr. Diane Fazzi Professor Special Education & Counseling</p> <p>Dr. Lexi Hwang Associate Professor Special Education & Counseling</p> <p>Dr. Cheryl Kamei-Hannan Professor Special Education & Counseling</p> <p>Dr. Holly Menzies, Professor Emerita, Special Education</p> <p>Dr. Anna Osipova Professor Special Education & Counseling</p> <p>Dr. Leila Ricci Professor Special Education & Counseling</p> <p>Dr. Elina Saeki, Professor & Chair of Special Education & Counseling</p> <p>Dr. Jennifer Symon Professor Special Education & Counseling</p> <p>Dr. Bryan Thornton Assistant Professor Special Education & Counseling</p> <p>Dr. Lois Weinberg Professor</p>

	<p>shared course) met with the C&I faculty to discuss and tailor the content and assignments critical for the MS and SS credential candidates. The Literacy Committee members also attended C&I meetings to plan opportunities for literacy-focused and dyslexia-focused fieldwork assignments for MS and SS credential candidates to complete in inclusive classrooms taught by MMSN and ESN candidates at the C. Lamar Mayer Learning Center (the clinical site for early fieldwork in MMSN and ESN programs; see EDSP 4061/4062 syllabus).</p> <p>In Spring and Summer 2023, Dr. Ya-Chih Chang and Dr. Osipova in collaboration with SS coordinator received a CTC mini-grant (iRead) that aimed to infuse the course content across Education Specialist and SS credential with dyslexia-related content and align the coursework within the programs with the CA Dyslexia Guidelines. Dr. Chang and Dr. Osipova worked collaboratively with the Education Specialist program coordinators and C&I department to design a cohesive and comprehensive content aligned with CA Dyslexia Guidelines and Literacy Standard 7 for the literacy-focused courses. Dr. Chang and Dr. Osipova developed the content, ppt presentations, assignments, assessment tools and support materials for each of the programs (MMSN, ESN, ECSE, VI, and SS). In June 2023, they met with the faculty in Special Education and Curriculum & Instruction (SS specialization) to share their expertise and newly developed content, disseminate their work and receive program specific feedback. Meetings were recorded and shared for any faculty who missed the meetings. The recordings and materials were also shared with faculty teaching literacy focused courses during the 2023-2024 and 2024-2025 academic years.</p> <p>In June 2024, tenured faculty and lecturers in the VI program met for a three-day retreat to discuss a holistic approach to embedding the literacy standards across the program. All faculty had input regarding the course assignments and readings, which were imported into updates of the syllabi.</p> <p>Faculty in each program contributed to shared resources, including those disseminated by CAR/W, the CDE and CTC, the UCSF Dyslexia</p>	<p>Special Education & Counseling</p> <p>Anne Bell Lecturer</p> <p>Gina Chavez, Lecturer</p> <p>Dr. Maya Evashkovsky Lecturer</p> <p>Dr. Clare Larkins, Lecturer</p> <p>Ramona McLaughlin Lecturer</p> <p>Gina Mitchell Lecturer</p> <p>Brenda Naimy Lecturer</p>
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	Center, CA Dyslexia Guidelines, e-Learning Modules from the UC/CSU Collaborative for Neurodiversity and Learning, among others.	
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For the remaining requirements in Part 2, please include the full language of the prompt with your response.

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

*Note this response does *not* differ by pathway.

Throughout the process on incorporating literacy instruction into courses within each specialization program, the special education Literacy Committee ensured that the faculty who teach those courses understood the requirements of SB 488 and the new standards and TPEs and the evidence supporting them. During the spring 2023, the special education literacy representatives, Dr. Anna Osipova, Dr. Ya-Chih Chang, and Dr. Cheryl Kamei-Hannan oversaw the development and training across specialized programs. These faculty worked on the CTC mini-grant (iRead) and collaborated with single subject programs in C&I. The syllabi for all courses identified as targeting literacy, those that include literacy TPEs and fieldwork courses across all special education credentials and single subject credential in C&I were aligned with CA Dyslexia Guidelines. A matrix of these courses and the report for the mini-grant were submitted to CTC in July 2023. In Summer 2023 the faculty literacy representatives conducted focus groups with tenured and adjunct faculty who teach across all special education pathways. Meetings were recorded and provided to any tenured faculty and adjunct instructors who were not in attendance. Along with the recorded meetings, tenured track faculty and adjunct instructors were provided with supported materials (i.e., PowerPoints, readings, and Dyslexia matrix). These materials were also shared with the Chairs of C&I and EDSC to ensure that all faculty instructors had awareness and access to the new content.

During the Fall 2024, Dr. Osipova met with instructors of literacy-focused courses shared across MMSN/ESN/ECSE/VI programs and MMSN/ESN-specific literacy courses and went over the new content, assignments, and materials. A few curriculum items (e.g., literacy-focused lesson plan template, candidates' self-reflection on effectiveness of their literacy instruction, candidates' peer feedback, etc. Were introduced and piloted in [EDSP 4010](#), [EDSP 4050](#), [EDSP 4061/4062](#), [EDSP 4257](#)). Faculty teaching the courses provided their feedback aimed to improve the new content/materials.

During Spring 2024 and Summer 2024 semesters, faculty literacy representatives updated all courses, developed new syllabi with content for literacy TPEs and shared with faculty and adjunct instructors who are currently teaching the courses during Fall 2024. The faculty teaching the courses received updated syllabi, course materials, and responded to instructors' questions and concerns. For the specialization program in Visual Impairment, a full three-day retreat took place to update courses that included SB 488 updates, literacy standards and performance assessments. All VI tenured track faculty and adjunct instructors attended the retreat. An external evaluator from Portland State University, Dr. Holly Lawson, also attended the retreat and provided input on the literacy content, scope and sequence of content, and appropriateness of assignments and readings. She also provided valuable insight into the connections between broader national agenda regarding literacy and our work at Cal State LA.

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

*Note this response does *not* differ by pathway.

To ensure faculty who teach courses targeting or including literacy TPEs engage in professional learning and to ensure they are prepared to teach new content as required by SB 488, new standards and performance expectations, Special Education faculty assigned as literacy representatives, included those with expertise in these areas (i.e., Dr. Anna Osipova, Dr. Ya-Chih Chang, and Dr. Cheryl Kamei-Hannan), offered significant trainings for tenured faculty and adjunct instructors. The chronological account of these efforts is below:

- (1) **Fall 2022-ongoing:** Drs. Osipova, Chang, and Thornton are actively involved in UC/CSU Collaborative Work that focuses on literacy instruction, literacy standard 7 and literacy-related TPEs. They regularly share the work of the Collaborative and CTC's requirements with COE faculty and Special Education Faculty.
- (2) **Spring and Summer 2023:** CTC mini-grant iREAD: Drs. Osipova and Chang developed the course content for MMSN, ESN, ECSE, VI, and SS programs and held meetings with faculty teaching the courses.
- (3) **Spring 2023-ongoing:** Drs. Chang and Osipova (as members of the UC/CSU Collaborative on Neurodiversity and Learning) have been sharing the e-learning modules created by the Collaborative to embed into COE coursework (<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/>). The modules so far include: Introduction to Dyslexia, Dyslexia and the Brain, Screening and Assessment for Dyslexia, and Early Childhood and Dyslexia (authored by Drs. Osipova, Chang, and Thornton)
- (4) **Spring 2023-Fall 2024:** Four tenure track (Drs. Chang, Osipova, Kamei-Hannan, and Thornton) and 10 adjunct faculty (across COE) members participate in an 18-month UC/CSU LETRs (Language Essentials for Teachers of Reading and Spelling) Faculty Cohort training grounded in evidence-based reading methods. The intensive training includes monthly all-day meetings and 96-120 hours of individual study and participation in a professional learning community. Focus groups meet for all day trainings to engage in professional learning and to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. On the ongoing basis, the group continuously discusses the programs' coursework and expertise needed to teach the literacy courses for literacy-related standards/TPEs and the new content required by SB 488, including the Dyslexia Guidelines.
- (5) **Spring 2024:** All COE Faculty were also asked to complete a survey from CAR/W sent to all CSUs literacy faculty in early May 2024 inquiring about faculty's skills, knowledge, and support needs related to the New Literacy Standards + TPEs.
- (6) **Summer 2024:** For the Visual Impairment specialization, instructors completed the American Printing House for the Blind (APH) course. During the 3-day retreat, information regarding the reading course, "Unlocking the Foundations of Reading for Students with Visual Impairments" was shared with faculty. They were encouraged to register and complete the 10 hours of professional development. Additionally, Dr. Kamei-

Hannan participated in the LETRs training and will be updating syllabi in a second round of updates, following completion of the LETRs training.

- (7) **Fall 2024-ongoing:** Dr. Osipova (COE's CAR-W representative) and Dr. Kamei-Hannan attend CAR-W meetings and share the information and resources with COE Faculty.

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

Starting in Spring 2023, each semester, MMSN, ESN program coordinators (Drs. Osipova, Kimm, Evashkovsky) inform mentor/cooperating teachers and other PK-12 partners (Special Education Directors, Partner School Principals, etc.) about the new requirements of SB 488, the new literacy instruction program standards, TPEs and the upcoming performance assessment requirements. The program coordinators send an email along with the fieldwork course materials (e.g., course syllabi, formative and summative assessment tools) to all the above mentioned partners, explain the candidates' needs and assignments (e.g., progress monitoring, working with diverse students with Dyslexia, lesson planning and collecting evidence of candidates' skills and knowledge through filmed lessons).

Each spring (starting Spring 2023), during the Community Advisory Committee meetings with community partners, the program coordinators share with stakeholders the new requirements of SB 488, the new literacy instruction program standards, TPEs and the performance assessment requirements related updates and solicit feedback regarding it.

Starting Fall 2024, all special education fieldwork supervisors are trained to use formative and summative evaluation tools that incorporate new requirements of SB 488, the new literacy instruction program standards, TPEs and the performance assessment requirements. Mentor teachers and school partners are updated about the evaluation tools and standards and use them for candidates' evaluation. Special education fieldwork supervisors also attend 4 seminars each semester along with the candidates whom they supervise and receive updates regarding the new requirements of SB 488, the new literacy instruction program standards, TPEs and the performance assessment requirements.

Starting Spring 2023, Special Education department allocated one tenure track (Dr. Osipova) and one adjunct faculty (Dr. Clare Larkins) to be the Education Specialist Cal TPA liaisons. In spring 2023-Fall 2023, they attended TPA CTC trainings. Dr. Larkins continues to be the Special Education liaison for TPAs. She comes to the faculty meetings to provide TPA related updates, teaches a TPA focused course, and meets with candidates for consultation and support related to TPAs. She also attends CTC meetings focused on TPAs on an ongoing basis and shares the information with the Special Education faculty.

In Fall 2024 (September 23, 2024), The COE disseminated a [letter](#) to all mentor teachers and PK-12 partners to communicate the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements.

Fall 2024 and further, Drs. Osipova and Chang will continue to provide the new content with broad range of stakeholders to disseminate the work (e-learning modules and research) of the UC/CSU Collaborative and CAR-W.

Within the Visual Impairment specialization, Cal State University, Los Angeles coordinated a multi-lingual/multi-cultural symposium, in collaboration with the University of Massachusetts, Boston who provided expertise and guidance on assessment and instruction of multi-lingual learners. Master teachers and mentors in the VI program attended the symposium. The partnership with University of Massachusetts, Boston will take place annually as a professional learning community to ensure training for the PK-12 partners. National partnerships with PSU and U. Mass Boston are critical to ensuring the most up-to-date training in the low incidence field is provided to the teachers.

Within the Early Childhood Special Education specialization, Final Fieldwork 4065/95–supervisors will be provided with the newest syllabi showing the addition of the assignments that include or focus on early literacy (e.g., shared book reading activity and videotape their lesson). Faculty who teach EDSP 4141 receive the updated course syllabus which includes the CTC literacy TPEs.

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

While all Special Education faculty at Cal State LA have some expertise in various aspects of literacy instruction for multilingual/English learner students, Drs. Osipova, Chang, Kami-Hannan, and Thornton who lead the program revision and review process are especially current in the ongoing efforts related to new requirements of SB 488, the new literacy instruction program standards, TPEs and the performance assessment requirements. Their expertise spans across PK-22 populations of diverse learners including English language learners with a wide spectrum of assets and needs. Drs. Osipova, Chang, and Thornton are members of the UC/CSU Collaborative on Neurodiversity and Learning the work of which distinctly focuses on literacy instruction for diverse populations of learners including English language learners who struggle with language and literacy tasks and may be at risk for dyslexia. Drs. Osipova, Chang, and Thornton collaborate with faculty and researchers across CA and nationally and present their work focused on dyslexia markers and resilience factors, effective instruction for multilingual/English learner students, and teacher preparation in the context of new standards and TPEs at state, national and international conferences. Drs. Osipova, Chang, Kami-Hannan, and Thornton work closely together and consult throughout the review process for coursework and clinical practice requirements against the new standards and TPEs. Further, Dr. Anna Osipova whose research is focused on language and literacy development of multilingual/English learner students with IEPs and at-risk for literacy difficulties is routinely consulted for her knowledge of the instructional approaches, research, and practice related to multilingual/English learner students.

In the VI program, Dr. Holly Lawson, an external reviewer with expertise in multi-lingual/English learner students, participated in the 3-day retreat. She reviewed all syllabi and provided feedback regarding embedding evidence-based practices. She made recommendations for adding additional EBP course readings in the assignments which are reflected in the syllabi.

2.7. Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

[Link to EDSP 4000 Syllabus](#)

[Link EDSP 4010 Syllabus](#) – Taken by all specializations: ESN, MMSN, ECSE, VI

- [WK 11 \(p. 11 of the syllabus\)](#): 3rd column: “Analysis of student work samples and ELD standards”
- [Wk 13 \(p. 12\)](#) 3rd column: “Collaborative IEP Goal Analysis and Writing, connection to **ELA/ELD** Standards and inclusive practices”

[Link to EDSP 4050 Syllabus](#) – Taken by specializations: ESN, MMSN, VI

- [Wk 2 \(p.5 of the syllabus\)](#): columns 2 and 3: “Unpacking the CCSS ELA standards 2.Compare and Contrast of CCSS in ELA and CA ELD standards”
- [Wk 3 \(p. 6\)](#): column 2: “ELA Core Curriculum and Standards-Based Instruction in K-12 Classrooms • Exploring California’s Common Core State Standards in ELA and CA ELD standards • California English Language Arts/English Language Development Framework • Curriculum and Instruction Resources (including implementation support for the ELA/ELD Framework, state-adopted curriculum, recommended literature list, and Dyslexia Guidelines)”
- **Signature assignment:**
[p. 21- Lesson plan description](#): “Appropriate state standards, including CCSS and ELD standards”
[p. 22](#): “Discuss your assessment of your student’s understanding of lesson goals. Reflect on how you supported the student in reaching grade-level content standards and ELD goals.”
- **Lesson Plan Integration:** This lesson plan aligns with key instructional practices in EDSP 4050 and EDSP 4061/4062, supporting the development of ELA and ELD skills. It is aligned with the latest TPEs and has an emphasis on literacy to specifically address TPE 7.

[Link to EDSP 4061/4062 Syllabus](#) – Taken by specializations: MMSN, ESN

Candidates submit 13 weekly lesson plans that include ELA and ELD standards each time.

- [Week 2](#): p. 6: Column 3: “Practice collaboratively writing measurable IEP/ITP goals and objectives that are aligned with CA Common Core State Standards and lead to effective inclusion”
- [Weeks 3-15](#): pp. 15-16 of the syllabus: Lesson plan

- **Lesson Plan Integration**: This lesson plan aligns with key instructional practices in EDSP 4050 and EDSP 4061/4062, supporting the development of ELA and ELD skills. It is aligned with the latest TPEs and has an emphasis on literacy to specifically address TPE 7.

[Link to EDSP 4069 Syllabus](#) – Taken by specializations: MMSN, ESN

[Link to EDSP 4065/4085 Syllabus](#) – Taken by specialization: ECSE

[Link to EDSP 4075/4095 Syllabus](#) – Taken by specialization: ECSE

[Link to EDSP 4141 Syllabus](#) – Taken by specialization: ECSE

[Link to EDSP 4142 Syllabus](#) – Taken by specialization: ECSE

[Link to EDSP 4180 Syllabus](#) – Taken by specialization: ECSE

- [Week4 content and activity1](#)
- [Week5 activity 4](#)
- [Week6: review infant and toddler foundations](#)
- [Week10 activity 1](#)
- [Week 14 activity 3](#)
- [Week 15 common core standards, activity](#)

[Link to EDSP 4257 Syllabus](#) – Taken by specialization: MMSN

- [Session 11, p. 12](#) 2nd and 3rd columns:
“Common Core State Standards and California State Assessments Analyzing and juxtaposing the Common Core ELA State Standards, the California English Language Development standards, and the California Alternate Assessment.”
“Standards analysis based on project student”
- [P. 13](#): Creating and progress monitoring IEP goals that are standards-aligned.
Developing a standards-aligned and assessment-aligned and individualized instructional program

[Link to EDSP 4651L Syllabus](#) – Taken by specialization: VI

[Link to EDSP 4652 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 4660 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 4661 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 4662 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 4670 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 5661 Syllabus](#) – Taken by specialization: VI

[Link to EDSP 5760 Syllabus](#) – Taken by specialization: VI

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

Below is the language from Education Code Section 44259 (b)(4)(A)(i) and (B).
44259 (b)(4)(A)(i) contains the following requirements:

...satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

(i). The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(B) For purposes of this section, “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

If there are differences in candidate preparation for these TPEs across the pathways offered by the institution, please indicate these differences and ensure they are clearly labeled.

3.1. Program/Coursework Coverage of TPEs – Submission of Table 3.1 (provided in the appendices). Course coverage of Foundational Skills TPE 7.5 with links to specific content within course syllabi. *(See Appendix C-F, as applicable to each credential program)*

3.2. Coursework Coverage of Standard 7 – Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

Standard 7 describes how the program prepares candidates to teach foundational skills. The coverage of the above knowledge and skills (TPE 7.5) are predominantly covered in the following courses across each specialization option courses:

For Mild to Moderate Support Needs and Extensive Support Needs, TPE 7.5 content is addressed in the following classes: [EDSP 4010](#), [EDSP 4050](#), [EDSP 4257](#); [EDSP 4061](#) and [EDSP 4062](#). Students complete many assignments including an Early Literacy Case Study and a Written Language Analysis for a student with Dyslexia. Students also work collaboratively to

demonstrate instructional practice in literacy. Students also complete a Diagnostic Reading Assessment and demonstrate competency in assessment, intervention design and implementation.

For Visual Impairment, TPE 7.5 is addressed in the following classes: [EDSP 4010](#), [EDSP 4050](#), [EDSP 4651L](#), [EDSP 4652](#), [EDSP 4660](#), [EDSP 4661](#), [EDSP 4662](#), [EDSP 4670](#), [EDSP 5661](#), [EDSP 5760](#). In addition to completion of an Early Literacy Case Study and a Written Language Analysis candidates in the Vi programs complete various activities and assignments such as readings, videos, case studies, and online modules. In addition, they learn and demonstrate Braille use. [EDSP 4651L](#), [EDSP 4652](#), [EDSP 4660](#), [EDSP 4661](#), [EDSP 4662](#), [EDSP 4670](#), [EDSP 5661](#), [EDSP 5760](#). In addition to completion of an Early Literacy Case Study and a Written Language Analysis candidates in the Vi programs complete various activities and assignments such as readings, videos, case studies, and online modules. In addition, they learn and demonstrate Braille use.

For Early Childhood Special Education: TPE 7.5 is addressed in the following classes; [EDSP 4180](#), [EDSP 4141](#), [EDSP 4142](#), and [EDSP 4075/4095](#). ECSE candidates participate in many activities focused on literacy including case studies, a home literacy activity, and they complete an online module on Dyslexia. During fieldwork courses, students complete weekly lesson plans with instructor observations demonstrating competence in planning and application to practice.

3.3 Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills – Provide direct links to evidence demonstrating how the program ensures that candidates are in settings that allow them opportunities to practice teaching students foundational skills. This documentation must include all the following:

3.3a. Communication/Agreement with Districts regarding clinical practice – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

Communication regarding expectations for clinical practice has been communicated to both [mentor teachers](#) and [district partners](#).

3.3b. Candidate Information – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

[Link to COE Credential Handbook](#) – see comment under “E. Professional Standards”

3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to locations in clinical practice observation tools/assessments to ensure that candidates are practicing teaching these skills and are being provided formative feedback to guide improvement.

Link to [MMSN Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [ESN Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [ECSE Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [VI Education Specialist Fieldwork Observation and Feedback Forms](#)

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

Submission Requirements for Part 4

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

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

Table 4.1 is found here for [MMSN/ESN](#), [Visual Impairments](#), and [Early Childhood Special Education](#).

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

4.2a. Communication/Agreement with Districts – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

Communication regarding expectations for clinical practice has been communicated to both [mentor teachers](#) and [district partners](#).

4.2b. *Candidate Information* – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

[Link to COE Credential Handbook](#) – see comment under “E. Professional Standards”

4.2c. *Candidate Clinical Practice Opportunities* – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

Link to [MMSN Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [ESN Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [ECSE Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [VI Education Specialist Fieldwork Observation and Feedback Forms](#)

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

Education Code 44259 (b)(4)(A)(iii) and (iv) read as follows:

...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

Submission Requirements for Part 5

Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

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

Table 5.1 is found here for [MMSN/ESN](#), [Visual Impairments](#), and [Early Childhood Special Education](#).

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

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

Link to [MOU](#) and letter to [PK-12 partners](#).

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

[Link to COE Credential Handbook](#) – see comment under “E. Professional Standards”

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

Link to [MMSN Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [ESN Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [ECSE Education Specialist Fieldwork Observation and Feedback Forms](#)

Link to [VI Education Specialist Fieldwork Observation and Feedback Forms](#)

5.3 Incorporation of California Dyslexia Guidelines

5.3a. *Coursework* – Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).

While the new literacy standard 7 and TPEs are embedded throughout the program as introduced (I), practiced (P), and/or assessed (A), the literacy methods course EDEL

4150 (Curriculum and Teaching of Reading/Language Arts) addresses the CA Dyslexia Guidelines as this course contains the most relevant and aligned content and assignments. In addition, EDEL 4160 (Curriculum and Teaching of Writing/Language Arts) addresses dyslexia and dysgraphia screening and assessment, effective teaching approaches, and assistive technology in writing instruction. In both courses, students complete a Case Study of a Reader (EDEL 4150) and Case Study of a Writer (EDEL 4160), signature assignments completed as part of the 15 hour fieldwork component of each course. Within each assignment, students are guided to engage in multiple conversations with the classroom teacher to gather information about their case study student, asking questions to better understand the students' literacy profile, including the teacher's assessment of the students' strengths as well as any potential reading/literacy difficulties the student faces (i.e., risk for dyslexia, dysgraphia, and/or other literacy-related disabilities). They ask the teacher for specific examples that will provide more information about the child's reading/literacy performance and provide a written report of this as part of their ongoing case study they are working on with instructor feedback and guidance throughout the semester. Further, the CA Dyslexia Guidelines and TPE 7.2 and 7.10 are introduced in [EDSP 4000](#) (Foundations of Special Education) to help students understand the major features, characteristics, and current research related to dyslexia. Specifically, through the completion of a UC/CSU Collaborative E-Learning Module, students identify key aspects of current definitions of dyslexia, describe potential characteristics of dyslexia across school-age years, discuss new research related to neurological processes in dyslexic students, and identify strategies for consulting with families.

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

MMSN/ESN

[Link to EDSP 4000 Syllabus](#) – (syllabus attached to email of report submission on 5/23)

- See comment provided in syllabus under “Course Schedule → [Week 5](#)” to document evidence of candidates being *introduced* to the concepts included in the CA Dyslexia Guidelines
- Chapters addressed:
 - Chapter 1 ([Week 5](#))
 - Chapter 8 ([Week 5](#))
 - Chapter 10 ([Week 5](#))
 - Appendix C ([Week 5](#))

[Link to EDSP 4010 Syllabus](#)– Guidelines addressed during weeks [three](#), [four](#), and [nine](#).

- *Chapter(s) addressed:* Structured literacy instruction, components of effective reading instruction, and instructional strategies for students with dyslexia.
- Chapters addressed:
 - Chapter 2 ([Week 3](#))
 - Chapter 3 ([Week 3](#))
 - Chapter 4 ([Week 3](#))
 - Chapter 6 ([Week 9](#))
 - Chapter 7 ([Week 9](#))

[Link to EDSP 4050 Syllabus](#) – Guidelines addressed during weeks [1](#), [3](#), [4](#), [5](#), and [6](#).

- *Chapter(s) addressed:* Assessment practices, progress monitoring, and individualized instruction planning.
- Chapters addressed:
 - Chapter 5 ([Week 5](#))
 - Chapter 9 ([Weeks 3](#) and [4](#))
 - Chapter 11 ([Weeks 3](#) and [4](#))
 - Chapter 12 ([Week 15](#))
 - Appendix A ([Weeks 3](#) and [4](#))
 - Appendix B ([Week 15](#))

[Link to EDSP 4257 Syllabus](#) – Guidelines addressed during sessions [4](#), [7](#), and [11](#).

- *Chapter(s) addressed:* Accommodations and modifications, collaboration with families and specialists, and transition planning.

[Link to EDSP 4061/4062/4069 Syllabi](#) – Guidelines addressed during various weeks, depending on course.

- Chapters addressed:
 - Chapter 10 ([Week 12](#))
 - Chapter 11 ([Weeks 3–15](#))
 - Chapter 12 ([Weeks 3–15](#))
 - Chapter 13 ([Weeks 3–15](#))
 - Chapter 14 ([Weeks 3–15](#))

Early Childhood Special Education

Includes shared courses EDSP 4000 and EDSP 4010 (see listings above)

[Link to EDSP 4180 Syllabus](#) – Guidelines addressed in weeks [3](#), [10](#), [11](#), [13](#), and [14](#)

- Chapters addressed:
 - Chapter 9 ([Week 10](#))
 - Chapter 11 ([Week 3](#))
 - Chapter 12 ([Week 13](#))
 - Chapter 13 ([Week 14](#))
 - Chapter 14 ([Weeks 3–15](#))
 - Appendix A ([Week 4](#))
 - Appendix B ([Week 13](#))

[Link to EDSP 4141 Syllabus](#) – Guidelines addressed in week [3](#)

[Link to EDSP 4142 Syllabus](#) – Guidelines addressed in weeks [3](#), [5](#), [6](#), [7](#), [8](#), and [10](#)

- Chapters addressed:
 - Chapter 5 ([Week 14 – Social Emotional Development](#))

[Link to EDSP 4075/4095 Syllabus](#) – Guidelines addressed in assignments due Friday of weeks [3](#) and [6](#).

Visual Impairment

Includes shared courses EDSP 4000, EDSP 4010, and EDSP 4050 (see listings above for MMSN and ESN)

VI candidates take **EDSP 4652** in place of EDSP 4061/4062.

[Link to EDSP 4652 Syllabus](#) – Guidelines addressed in weeks 1, 2, and 7.

- Chapters addressed:
 - Chapter 10 ([Weeks 1 and 2](#))
 - Chapter 14 ([Weeks 1 and 2](#))
 - Chapter 13 ([Week 7](#))

5.3c. Clinical Practice Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below)

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

Ideally, whenever possible students will be asked to be assigned to an at-risk or child with dyslexia in their fieldwork school setting. Students will also have opportunities in class discussion and small groups to learn strategies about working with dyslexic or at risk students in various scenarios (see Week 12 in course syllabus). Students will discuss reading strategies of students with reading disabilities, dyslexia, and/or other literacy-related disabilities and create a plan of action. Students will be assessed based on these and other class and group activities.

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

Letters to [mentor teachers](#), [PK-12 Partners](#), and sample [MOU](#) here.

5.3e. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the *California Dyslexia Guidelines*.

[Link to COE Credential Handbook](#) – see comment under “E. Professional Standards”
Link to [MMSN Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [ESN Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [ECSE Education Specialist Fieldwork Observation and Feedback Forms](#)
Link to [VI Education Specialist Fieldwork Observation and Feedback Forms](#)