Message to Credential Candidate

Welcome to the vibrant community of the SFSU Department of Elementary Education! We're thrilled to embark on this journey alongside you, offering our unwavering support and guidance. We're here to nurture your growth into an exceptional, passionate educator poised to make a profound difference in the lives of both present and future learners.

In October 2022, the Senate's passage of SB 488 marked a pivotal moment, giving rise to Program Standard 7: Effective Literacy Instruction for All Students. This page contains a comprehensive guide for Program Standard 7 and its supporting documents, serving as your invaluable compass throughout the program. Here, you'll hone your craft, cultivating an evidence-based, culturally responsive approach to literacy education that empowers and uplifts diverse student communities.

Program Standard 7: Effective Literacy Instruction for All Students

All candidates will be required to meet TPE 7: Effective Literacy Instruction for all students as described in [Student Handbook, (page 25)](#) During clinical practice, university supervisors will observe how well candidates perform across all TPE's including TPE 7 and its overarching pillars: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Supervisors **will complete an [observation form (page 21)](#)** and debrief with candidates to ensure that all TPEs, including elements of the new TPE 7 are all addressed and met.

Candidates will demonstrate they are able to:
- TPE 1: Engage and support all students in learning
- TPE 2: Create and maintain an effective environment for student learning
- TPE 3: Understand and organize subject matter for student learning
- TPE 4: Plan instruction and design learning experiences for all students
- TPE 5: Assess student learning
- TPE 6: Develop as a professional educator
- TPE 7: Effective literacy instruction for students with disabilities

[For more information regarding Standard 7, please view: CTC documentation of Program Standard 7 and TPEs](#)

Teaching Performance Expectations (TPEs) Placemat

The below TPE Placemat clearly outlines Teaching Performance Expectations (TPEs) 1–6, explicitly describing the knowledge, skills, and instructional practices expected of teacher candidates during clinical practice. It specifically identifies foundational literacy skills under **TPE 7: Effective Literacy Instruction**, detailing requirements for systematic instruction in phonological awareness, phonics, decoding, fluency, and comprehension. By explicitly presenting each TPE in accessible language, this document ensures candidates understand precisely what is required of them and preparing them adequately for their clinical practice and performance assessments (e.g., CalTPA).

[TPE placement: visual detailing of all TPEs, including TPE 7](#)

Clinical Practice and Literacy Performance Assessment

Clinical Practice

Teacher Candidates' progress is observed and evaluated throughout their clinical practice experiences based on the California Teaching Performance Expectations (TPE) for all the Preliminary Education Specialist credentials. Program coursework also prepares candidates with specific tasks demonstrating that candidates meet California TPEs for new teachers. Beginning Fall 2024, all candidates will be required to meet TPE 7: Effective Literacy Instruction for Students.

> What does this mean to teacher candidates?
> Teacher candidates will teach lessons to their students covering TPE 7's foundational skills such as print concepts, letters of the alphabet, phonological and phonemic awareness, spelling, and letter-word recognition. These lessons will also incorporate text reading fluency emphasizing spelling, semantics, morphology, and syntax. During coursework candidates will learn and practice providing TK-5 students with a strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language.

> What does this look like in the field?
> During clinical practice, teacher candidates can use the direct explicit instruction method to teach lessons on foundational skills such as print concepts, phonological and phonemic awareness, spelling, and letter-word recognition. Lessons will incorporate a direct teaching approach allowing for teacher modeling, guided and independent practice along with a systematic and explicit component where instructional sequence is purposely

planned, and new concepts are clearly explained. Additionally, candidates will practice providing TK-5 students with a strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language.

Literacy Performance Assessment (LPA)

In addition to coursework and Clinical Practice assessments in your program, CTC requires candidates to submit and pass an approved performance assessment prior to being recommended for a Preliminary Teaching Credential. Performance assessments are designed to be authentic exercises in which you demonstrate how you will plan, instruct, assess, and reflect on real lessons as a teacher. To meet the performance assessment requirement, the Multiple Subject Credential Program uses an examination developed by the California Commission on Teacher Credentialing and administered by Pearson.

The CalTPA was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class of actual students, reflect on their practice, and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This is completed in two different cycles CalTPA Cycle 1, which focuses on math and CalTPA Cycle 2 which focuses on literacy. CTC is currently piloting the Literacy Performance Assessment (LPA). This assessment incorporates elements of the RICA into one assessment cycle. Once this assessment is officially approved and launched by CTC (summer 2025), the LPA will replace cycle 2 of the CalTPA.

[CTC CalTPA Resources](#)

MTSS and Universal Design for Learning (UDL)

[Universal Design for Learning Guidelines Graphic Organizer](#)
[California MTSS Framework](#)

ELA/ELD Framework and Resources

[CTC Resource for ELA/ELD Framework](#)
[Implementation Support for ELA/ELD Framework](#)
[California Practitioners Guide for Educating English Learners with Disabilities](#)
[Improving Education for Multilingual and English Learner Students](#)
[California English Language Development Standards](#)
[Foundational Reading Skills Resource](#)

Dyslexia Resources

SFSU credential program explicitly integrates the California Dyslexia Guidelines into candidate coursework and clinical practice. Candidates receive detailed instruction and materials outlining program expectations regarding dyslexia identification, intervention, and effective instructional practices aligned with California state guidelines. Specifically, our program utilizes comprehensive [e-learning modules provided by the California Literacy and Dyslexia Collaborative](), ensuring candidates develop a thorough understanding of dyslexia characteristics, screening procedures, and evidence-based strategies for supporting students with dyslexia. This information is clearly communicated through [candidate handbooks,]() course syllabi, and clinical practice observation tools and is continuously accessible through direct links provided in candidate materials.

Teacher candidates are expected to read the entirety of the California Dyslexia Guideline and to incorporate instructional strategies from this guide into their instructional delivery when teaching reading, writing, and spelling to students. When teaching a literacy lesson, teacher candidates can provide accommodations (e.g., longer wait time for student responses) or assignment modifications (e.g., shortened assignment length) along with UDL principles, as suggested in the California Dyslexia Guideline, to enhance the effectiveness of instruction while meeting student needs.

[California Dyslexia Guidelines]()
[UC/CSU Collaborative for Neurodiversity and Learning]()
[California Dyslexia Initiative]()
[International Dyslexia Association]()

Diagnostic Testing and Assessment

Candidates are expected to develop proficiency in diagnostic assessment and early intervention techniques using evidence-based tools provided by the program. Specifically, candidates utilize the International Dyslexia Association (IDA) Universal Screening K-2 Literacy Tool to conduct universal screening and identify literacy needs for early elementary students. Additional diagnostic tools and resources, including the **Assessment for Learning Resource**, **Concepts about Print**, and targeted literacy assessment materials, are clearly described and provided. These tools enable candidates to diagnose students' strengths and areas for growth in foundational literacy skills such as phonological awareness, phonics, fluency, and comprehension. Candidates also learn to design timely, targeted early interventions informed by these assessments to support students' literacy development effectively. Teacher candidates practice this within course work (EED 782, EED 786) as well within clinical practice (EED 747, EED 748). The [observation form Standard 7 rubric (Handbook, p. 24)]() measures for students' ability to perform literacy assessments.

Below are the diagnostic tests our students regularly utilize:

[IDA: Universal Screening K-2 Literacy](#)

[Assessment for Learning](#)Resources

Assessment Materials

- [Concepts about Print](#)
- Phonemic Awareness
    - [Form A](#)
    - [Form B](#)
    - [Form C](#)
- Phonics
    - [Version 1](#)
    - [Version 2](#)
- Spelling Inventory
    - [Guidelines](#)
    - [Elementary Spelling Inventory](#)
    - [Primary Spelling Inventory](#)
    - [Upper Spelling Inventory](#)
    - [Additional Resources](#)