

NOTRE DAME DE NAMUR UNIVERISTY
APPENDIX B
SB 488 CERTIFICATION SUBMISSION REQUIREMENTS
LITERACY INSTRUCTION PREPARATION FOR PROSPECTIVE TEACHERS

PART 1. GENERAL INFORMATION TO BE PROVIDED BY ALL PROGRAMS

Submission Requirements for Part 1 (The following information in Part 1 is to submitted using the [SB 488 Certification Submission Form](#))

1.1. Institution Name: **Notre Dame de Namur University**

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

Dr. Kelly Vaughn
kvaughn@ndnu.edu

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).

Caryl Hodges, Accreditation Coordinator, chodges@ndnu.edu, 415-518-5541

Judith Buttrill, Reading/Literacy Faculty, jbuttrill@ndnu.edu, 650-207-2354

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

- **Preliminary Multiple Subject**
- **Preliminary Education Specialist: Mild Moderate Support Needs**
- **Preliminary Education Specialist: Extensive Support Needs**

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

- **Student teaching traditional**
- **Intern**

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

Link to Dean's Affirmation Letter
<https://docs.google.com/document/d/1UaYWkrV3WdOxLbVGaQ-5HrSZyf4sB2DDtmwkvVwYUDs/edit?usp=sharing>

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

2.1. Pathways

Pathways	Required courses where the <u>primary</u> focus is literacy instruction	Other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course
Multiple Subject Student Teaching Traditional Program	EDU 4330 Reading/Lang Arts: Primary Grades https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.d44rnti8r50k	EDU 4107 Foundations for Teaching English Learners https://docs.google.com/document/d/1REbgtWv-irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.5g5wr43xdxqp
Multiple Subject Intern Pathway Program	EDU 4333 Reading/Lang. Arts: Upper Grades https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.1t8zy1hoa16c	EDU 4342 Student/Intern Teaching Seminar: MS 1 https://docs.google.com/document/d/10O5NsJzanZGuibIDAGfFwMV4mtGqt52tO_h30Ucxy_U/edit?tab=t.0#bookmark=id.w29riz85w121 EDU 4345 Student/Intern Teaching Seminar: MS 2 https://docs.google.com/document/d/1F5uYkSQVERYL7UErt8UGnAPMSjZatvG4EdyNsc0EfA4/edit?tab=t.0#bookmark=id.6a1eejv1hkk
Education Specialist [MMSN, ESN] Traditional Program		EDU 4107 Foundations for Teaching English Learners https://docs.google.com/document/d/1REbgtWv-irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.5g5wr43xdxqp
Education Specialist [MMSN, ESN] Intern Pathway Program		

		<p>MM EDU 4234 Curriculum Modifications: MMSN https://docs.google.com/document/d/1hPBPIHnSywcn/dc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.s31cj1jq36vg</p> <p>EDU 4251 Teaching Students w/ Motor, Sensory & Health Needs https://docs.google.com/document/d/1r0VNho-XhE76Rf1F9tphX-EjwXJ-uwxx/edit#bookmark=id.fu8608q0lvon</p> <p>EDU 4252 Core Curriculum Access for Students with Severe Disabilities https://docs.google.com/document/d/18rFr_GH0QqT-E2F4koSYgdHmb0IvZji8/edit#bookmark=id.e8efy9w2fy6k</p> <p>EDU 4230 Student/Intern Teaching Seminar: ES 1 https://docs.google.com/document/d/1Etr-TzIvVwXhH92QgwxUSHr1buV8-10Z/edit#bookmark=id.s7wuywaelz6</p> <p>EDU 4231 Student/Intern Teaching Seminar: ES 2 https://docs.google.com/document/d/1Etr-TzIvVwXhH92QgwxUSHr1buV8-</p>
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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 (Examples)	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.)
Multiple Subject Student Teaching Traditional Program	The General Education/Special Education Field Placement Coordinator called together members to form the Literacy Collaboration Group (LCG) in the summer of 2023. The LCG meet multiple times over the summer to develop a Literacy Planning Document in order to ensure the full implementation of the requirements of SB 488 and subsequent provisions of the Education Code. Members of this group included the instructors for the Reading/Language Arts courses required of all General Education and Special Education candidates, General Education courses, Education Specialist courses, Education Specialist Field supervisors, and the Multiple Subjects and Education Specialist Program Directors. Through meetings throughout the summer and fall of 2023, LCG developed Literacy TPE Plan which set out where literacy TPE's would be addressed in NDNU credential courses and other venues, including Student Orientation. Key members of the LCG attended CTC Literacy Instructions meetings throughout the 2024-2024	Julie Constantino Placement Coordinator Reading/ELA Instructor
Multiple Subject Intern Pathway Program		Kim Norgaard Reading/ELA Instructor Site-based personnel
Education Specialist [MMSN] Traditional Program		Diane McGuigan Reading/ELA Instructor Site-based personnel
Education Specialist [ESN] Intern Pathway Program		Judith Butrill Reading/ELA Instructor Terry Jacobs Special Education Student/Intern Teaching Seminar Instructor Janet Fox Special Education Instructor Sharon O'Neil Program Director Special Education Stephanie Demaree Program Director

	<p>academic year. This has continued into summer 2024 as the LCG members work completing the Literacy Certification documents</p> <p>A summary of the LCG work and the Literacy TPE Plan were shared with faculty teaching courses which would include instructions, practice and assessment of the Literacy TPES. Summaries of the work were shared at School of Education faculty meetings during the year.</p>	<p>Multiple Subject Program</p> <p>Kelly Delaney Program Director Single Subject Program Director Instructor: EDU 4107 Foundations for Teaching English Learners</p>
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2.3 Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirement 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.

In June 2022, NDNU applied for and received a CTC *Dyslexia Grant to Preparation Programs* Grant. During the next year, this grant provided funding for a range of activities on literacy instruction to support students who struggle with reading and literacy across all content areas with a specific focus on students with dyslexia.

Fall 2022 semester began David Kilpatrick presenting on the science of reading. A panel presentation followed with 4 individuals: a district Literacy Teacher working across all schools in her district; a teacher at Charles Armstrong School for students with dyslexia and related learning differences; Dr. Randel Sessler, NDNU Dean of Student Success an expert on working with neurodiverse individuals. Following their presentation, panelist led break-out discussion groups with faculty to support faculty developing plans to review/revise their course syllabi to incorporate what information presented during the workshop. Panelist continued to be available during the semester for 1:1 and small group consultations to answer questions and support faculty during the semester. All faculty were provided list of resources and articles as well as a copy of the California Dyslexia Guidelines.

Spring 2023 semester began with a workshop from the California Reading and Literacy Project taking the faculty on a “walk through the California Dyslexia Guidelines.” It also included time, after the workshop for faculty to talk together about how to better incorporate the guidelines into their courses as well as time to review the California Literacy Standards and TPEs. For the remainder of the semester faculty worked individually and in small groups to finalize their syllabi to incorporate dyslexia pedagogy and relevant TPEs in their seminar content, activities, and assessments.

During Summer 2023, as outline in item 2.2, The Literacy Collaboration Group (LCG) was formed and has continued to work on work on the incorporation of the Literacy Standards and TPES in NDNU credential courses. Literacy faculty meet regularly, if not

weekly, monthly, throughout the year. Updates are provided at School of Education faculty meetings. Key faculty regularly attend all CTC meetings related to both the implementation of the literacy standards and TPEs but also the development of the Literacy Performance Assessment to replace the RICA.

- 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.

In addition to the professional development provided by the Dyslexia grant [faculty were provided stipends for attending workshops, meetings and time for syllabi development], the School of Education provides professional development funds for faculty to attend workshops and meetings around professional development include all those related to SB 488, the literacy standards/TPEs, and the Literacy Performance Assessment. Funds are also available to help with the purchase of books and materials that will support faculty in further developing their knowledge and skills in the area of literacy and performance assessment. Providing time for faculty to work together is encouraged and supported throughout they year via arranging conference rooms as well as via media [zoom, InSpace, Teams]

- 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.)

At the beginning of each semester, NDNU holds a workshop for cooperating teachers and intern support providers, in-person and via zoom. University supervisors and faculty are also invited to attend. The workshop is also recorded and posted so it can be viewed again by those attending or is available for those who were unable to attend. The workshop goes over a range of topics including updates on the teaching performance assessments requirements. Literacy requirements will be included beginning in Fall 2024. NDNU provides a stipend for everyone attending the workshop.

In addition, at the beginning of each semester the NDNU university supervisor meets with the cooperating teacher/intern support provider to provide a copy of the credential program handbook and review the roles and responsibilities of the cooperating teacher/intern support provider and student teacher/intern as well as the university supervisor's role. This includes a review of all the forms used for providing both formative and summative feedback for the candidate. It also includes an overview of the teacher performance assessment and the NDNU CalTPA Policy Handbook so the cooperating teacher/intern support provider has a clear understanding of their role and what is required of the candidate to complete the performance assessment.

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?

Faculty included in reviewing coursework, clinical practice requirements against the new standards and TPEs included the following individuals with expertise in providing literacy instruction for multilingual/English Learners:

- **Judith Buttrill:** BA Psychology, Stanford University; MA Communication Disorders, Teacher Certificate in Speech Pathology and Audiology, University of Minnesota; California Resource Specialist Credential, Social Studies Credential, SJSU; Language/Speech Specialist working with disabled, disadvantaged and/or multilingual students; SDAIE Training and certification, PAUSD; multiple workshops/webinars in literacy focused on typically and atypically developing students, language learning disabilities, and multilingual learners including trainings from the Reading League and Orton-Gillingham Training on structure literacy; EDU 4330 Reading/Language Arts: Primary Grades faculty NDNU
- **Kelly Delaney:** EdD International Multicultural Education, University of San Francisco; Program Director Single Subject Credential Program; teaches courses in Foundations for Teaching English Learners, Foundation for Sociological/Multicultural Education, Curriculum and Instruction Social Science, and Student/Intern Teaching seminars.
- **Janet Fox:** BA Human Biology, BA Psychology, Stanford University; MA Special Education [students with physical and health disabilities], SFSU; MA Special Education [students with learning disabilities], Santa Clara University; Credentials: Professional Clear Specialist Instruction Credential in Special Education [authorized to teach students whose primary disability is “specific learning disability”, “other health impaired” or “intellectually disabled (mild)"]; Clear Resource Specialist Certificate; Added Authorization: Autism Spectrum Disorders; Life Specialist Instruction Credential in Special Education: Physically Handicapped [authorized to teach students whose primary disability is “orthopedic impairment” “other health impairment”, “multiple disabilities” or “traumatic brain injury.”]; Life Multiple Subject Teaching Credential; Special Education Teacher, Palo Alto Unified School District; Low Incidence Advisory Committee, California Department of Education 1991-1998; Council of Exceptional Children; California Association of Resources Specialist and Special Education Teachers; Special Education Faculty and University Supervisor, NDNU; EDU 4237 Curriculum Modifications: Moderate/Severe; EDU 4251 Teaching Students with Motor, Sensory, and Health Needs; EDU 4252 Core Curriculum Access for Students with Severe Disabilities; CalTPA Coordinator/LPA Implementation
- **Margaret Koshland-Crane:** BS Elementary Education, Boston College; MS Education with Reading Specialist Certificate, College of Rochelle; EdD Learning and Instruction, emphasis Special Education, University of San

- Francisco; after many years in K-12 education, Dr. Crane became a faculty member teaching courses in reading/language arts and special education at Notre Dame de Namur University (NDNU); She served as Director of the Academic Success Center overseeing the Tutorial Center, Program for Academic Support and Success and the First Generation Program; professional development focuses on social-emotional learning, executive function, memory and classroom learning; literacy instruction based on students' assessed learning strengths and needs; in addition to being a faculty member at NDNU, she is a consultant and continues to work with students with a focus on those diagnosed with dyslexia and other neurodivergent learners: EDU 4333 Reading/Language Arts: Upper Elementary faculty
- **Kim Norgaard:** BA Liberal Studies, UCSB; Multiple Subject Credential, NDNU; MA Education, NDNU; Preliminary and Clear Administrative Services Credential, San Mateo County Office of Education; Principal Arundel Elementary School, San Carlos School District; Primary Grade teacher; Reading Intervention Teacher; multiple workshops/webinars in literacy focused on Science of Reading, Orton Gillingham Comprehensive Training [10/22, 6/23], Science of Spelling: Really Great Reading Program, Lucy Calkins Unis of /study NYC Teachers College Summer Training [2016, 2018]; Published Projects: Consultant and project contributor, Lucy Calkins EDL Standards Supplemental Workbook; 4330 Reading/Language Arts: Primary Grades faculty
 - **Sharon O'Neil:** BA Social Work, CSU Chico; MS Education, CSU Hayward; EdD Education/Organizational Leadership; Credentials: Level II Education Specialist Credential, Moderate/Severe; Administrative Services Credential; Education Specialist (moderate/severe), San Lorenzo Unified School District; Teacher Induction Program (TIP) Support Provider; Professional Environment Network of Trainers; Workshops/Webinars: UDL/PBIS/MTSS, Conflict management and restorative justice; Awards: Alameda School District Teacher of the Year; Adjunct Professor, UMass Global; Program Director Special Education Program, NDNU; EDU 4237 Curriculum Modifications: Moderate/Severe; EDU 4342 Student/Intern Teaching Semester I Multiple Subject; EDU 4345 Student/Intern Teaching Semester II Multiple Subject

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.

EDU 4107 Foundations for Teaching English Learners

Required Reading (see text list)

<https://docs.google.com/document/d/1REbgtWv->

[irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.d66rsu5735ei](https://docs.google.com/document/d/1REbgtWv-irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.d66rsu5735ei)

SDAIE Lesson Presentation Directions and Rubric

<https://docs.google.com/document/d/1REbgtWv-irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.ql7426y2gg7t>

Individualized Lesson Plan for an English Learner Directions and Rubric

<https://docs.google.com/document/d/1REbgtWv-irR6NTvNmN0XWwli3mn2O1KX/edit#bookmark=id.i228ymxjz7h>

EDU 4330 Reading/Language Arts: Primary Grades

Required Texts (see text list)

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.w9chw3mo7we0>

Session 9 – Multilingual Learners Instruction Strategies

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.smx3e7bk3cho>

NDNU Lesson Plan Template

<https://docs.google.com/document/d/1OEAdP8NRrYegPfETMfde-5mjBVjas5AH/edit#bookmark=id.e3tvb9uestmb>

EDU 4333 Reading/Language Arts: Upper Grades

Required Texts (see text list)

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJo a/edit#bookmark=id.k3llv69m1jxi

Session 5: ELA Anchors

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJo a/edit#bookmark=id.rgc0gckzp2z

Session 6: A Comprehensive ELA Upper Grade Program

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJo a/edit#bookmark=id.8sdrnuc25b91

Appendix A Literature Unit, item 1g

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJo a/edit#bookmark=id.6g1xg1ho3kkv

NDNU Lesson Plan Template

<https://docs.google.com/document/d/1OEAdP8NRrYegPfETMfde->

Submission Requirements for Part 3

- 3.1. *Program/Coursework Coverage of TPEs – submission of Table 3.1 (coverage of Foundation Skills TPE 7.5)*

Please see Table 3.1 in Appendix C.

- 3.2. *Coursework Coverage of Standard 7*

EDU 4330 Reading/Language Arts/Primary Grades begins with the science that explains how the methodologies we teach, including in both outcome and imaging studies, are important to preparing students in our state to be proficient readers. The course begins by asking our candidates to share their own experiences in learning to read, write, listen, and speak. We discuss how those experiences have shaped all of us, as well as discussing factors that modulate our experience in learning, including dyslexia, multilingual background, and socioeconomic disadvantage. We assign readings in a research-based text which focuses on evidence-based practices, such as early instruction in foundational skills and early intervention if a child struggles. The CDG is incorporated reading as well. Effective teaching practices, such as direct, systematic, explicit and comprehensive teaching, are emphasized for all students, as well as specific assessment and intervention techniques for those who may need to use their assets to improve their performance.

The following are examples of content, assignments, and assessments in foundational skills:

- Print concepts (Reading: Ready for RICA - Ch. 4, “Concepts about Print, Letter Recognition, and the Alphabetic Principle”);
- Phonological awareness (including Phonemic Awareness) Introduction, Assigned Readings: Fundamentals Ch 7 Phonological Awareness: A Critical Foundation: Practice: Other Phonemic Awareness Tasks for practice; Assessment: -One-Minute Activities (from Equipped), with teacher observation and feedback.
- Phonics, spelling, word recognition, with letter-sound, spelling-sound and sound-symbol correspondences Introduction, Assigned Readings (Fundamentals, Chapter 8); Practice (Word Chain Practice); Assessment (Asynchronous Spelling Patterns/Morpheme Assignment, Structured Literacy Assignment)
- Decoding and Encoding Introduction, Lecture (Types of Word Recognition Strategies, including Morphology); Practice (Asynchronous Spelling Patterns/Morpheme Assignment on Inflectional Morphemes; Assessment (Exception Words Practice with Heart Word Magic Exercise)
- Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) Introduction: See Kim’s highlights in 4330 syllabus
- Instruction that is structured and organized as well as direct, systematic, and explicit Introduction, Lecture (Structured Literacy Defined); Practice (Structured Literacy Assignment on Structured Literacy Teaching); Assessment (Assignment in class: - Teaching a Structured Literacy Approach/Focus: Fluency & Comprehension)

EDU 4333 Reading/Language Arts: Upper Grades focuses on all learners, presenting

development stages focused on reading, writing, listening and speaking throughout the semester with each session building on the previous session. The sessions include:

- Spelling stages are primarily introduced in Session 1 and 2
- Reading fluency Session 4
- Semantics and syntax in Session 3
- Increasingly Complex Text in Session 5, 7, and 9
- Miscue analysis and interventions are presented each week where students identify the miscues, provide strengths and needs and present strategies for support Session 4
- New Vocabulary and Academic Language Session 6 and 10
- Focus on multi-lingual and Ell's Session 8

3.3 *Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills*

3.3a. *Communication/Agreement with Districts regarding clinical practice.*

NDNU MOU process and directions

Beginning in Fall 2022, the San Mateo County Attorney, in response to a question from a local school district, became involved in the process of writing/approving NDNU MOUs for both placing candidates as student teachers and interns. This process took 8 months. Since that time, any adjustment or changes in the text in the MOUs had to be submitted for review and approval by the County Attorney which can be a lengthy process.

The MOUs now include the new Literacy Standards. These have been approved by the County Attorney and will be used to replace all previous MOUs as well as replacing all MOUs that are expiring in August 2024.

At the beginning of each MOU is a Table of Contents providing the reader with links to other major headings within the MOU and some specific subheadings related to placement, supervision, and literacy instruction certification.

Documents

NDNU MOU and Agreement to Provide Unpaid Student Teaching Placements for Multiple Subject, Single Subject and Education Specialist Credential Candidates:

https://docs.google.com/document/d/1bOp_ARO9UBgygGZLPIMFvLd2S0nuHHLJ/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true

NDNU MOU and Agreement to Provide Education Specialist and Teaching Intern

<https://docs.google.com/document/d/128bhg7nQRdSCmerAjvPZvpLNS2Z6DnEj/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true>

3.3b. *Candidate Information*

Information for candidates in the credential program and CalTPA Handbooks

related to the Literacy Standards and TPE 7 requirements can be accessed two ways: 1) Table of Content headings are all link to that content within the Handbook; 2) a direct link to where the Literacy Standards and TPE 7 requirements can be found in each Handbook.

Documents

Preliminary Education Specialist Credential Program Handbook 2024-2025

https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true

Link to Literacy Standards

https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true

Preliminary Multiple Subject Credential Program Handbook 2024-2025

<https://docs.google.com/document/d/1CBvAgUAgmgjrpw84bPWfCKJqdfJTPMnq/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Link to Literacy Standards

<https://docs.google.com/document/d/1CBvAgUAgmgjrpw84bPWfCKJqdfJTPMnq/edit#heading=h.7mkjcevb92f>

NDNU CalTPA Policy Handbook 2024-2025

<https://docs.google.com/document/d/1SWP6zUY-J1khvnIvr4gLuXYoeso9UdhS/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Link to Literacy Standards

<https://docs.google.com/document/d/1SWP6zUY-J1khvnIvr4gLuXYoeso9UdhS/edit#bookmark=id.30j0zll::~text=Editing-Bookmark,-Tab%201>

- 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.

Documents

Field Supervisor Observation Form

<https://docs.google.com/document/d/1dmmEFIaSeMtNLzlyiLiRZoLnb9k7wZz7/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

MS SS Evaluation of Candidate

<https://docs.google.com/document/d/15ZOGG-NZfjTvuX2ymn79a1EIn2M6kGyv/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

MMSN Evaluation of Candidate

<https://docs.google.com/document/d/1WVUEXLBW7xvDA0YFkQbp2kmgHZUt6ZiW/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

ESN Evaluation of Candidate

<https://docs.google.com/document/d/1g9gzvDXvz3szI1TVTEoMHXgujOFF2EYk/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Foundation Skills Feedback Form

<https://docs.google.com/document/d/12mMcnsETNWjNUbXe4vBD3HNgQhsvZZIs/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Literature, Language and Comprehensive Component Feedback Form:

<https://docs.google.com/document/d/151V1HxT8hqaL2To2NM-VJ4tPi2LIOOt/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Ongoing Diagnostic and Early Intervention Techniques Feedback Form

<https://docs.google.com/document/d/1qa6gkwzJWYISHynLVuyG2yq7i1eBnQru/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Dyslexia Observations and Lessons Feedback Form

<https://docs.google.com/document/d/11-kjiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

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

- 4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (literature, language, and comprehension component for candidates along with a balance of oral and written language)

Please see Table 4.1 in Appendix C.

- 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*

NDNU MOU process and directions

Beginning in Fall 2022, the San Mateo County Attorney, in response to a question from a local school district, became involved in the process of writing/approving NDNU MOUs for both placing candidates as student teachers and interns. This process took 8 months. Since that time, any adjustment or changes in the text in the MOUs had to be submitted for review and approval by the County Attorney which can be a lengthy process.

The MOUs include the new Literacy Standards. These have been approved by the County Attorney and will be used to replace all previous MOUs as well as replacing all MOUs that are expiring in August 2024.

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NDNU MOU and Agreement to Provide Education Specialist and Teaching Intern
<https://docs.google.com/document/d/128bhg7nQRdSCmerAjvPZvpLNS2Z6DnEj/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true>

4.2b. Candidate Information

Information for candidates in the credential program and CalTPA Handbooks related to the Literacy Standards and TPE requirements can be accessed two ways: 1) Table of Content headings are all link to that content within the Handbook; 2) a direct link to where the Literacy Standards and TPE 7 requirements can be found in each Handbook.

Documents

Preliminary Education Specialist Credential Program Handbook 2024-2025

Link to Literacy Standards

https://docs.google.com/document/d/1FEitjiliYusf8zcjAE_JWoUYbeMzPW9v/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true

Preliminary Multiple Subject Credential Program Handbook 2024-2025:

<https://docs.google.com/document/d/1CBvAgUAgmgjrpw84bPWfCKJqdfJTPMnq/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true>

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NDNU CalTPA Policy Handbook 2024-2025

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Link to Literacy Standards

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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.

Documents

Field Supervisor Observation Form

<https://docs.google.com/document/d/1dmmEFiaSeMtNLzlyiLiRZoLnb9k7wZz7/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

MS SS Evaluation of Candidate

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Foundation Skills Feedback Form

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Literature, Language and Comprehensive Component Feedback Form:

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Ongoing Diagnostic and Early Intervention Techniques Feedback Form

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

- 5.1. *Program/Coursework Coverage of TPEs* – Submission of Table 5.1 (diagnostic techniques that inform teaching and assessment as well as early intervention techniques).

Please see Table 5.1 in Appendix C.

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

5.2a. Communication/Agreement with Districts

NDNU MOU process and directions

Beginning in Fall 2022, the San Mateo County Attorney, in response to a question from a local school district, became involved in the process of writing/approving NDNU MOUs for both placing candidates as student teachers and interns. This process took 8 months. Since that time, any adjustment or changes in the text in the MOUs had to be submitted for review and approval by the County Attorney which can be a lengthy process.

The MOUs now include the new Literacy Standards. These have been approved by the County Attorney and will be used to replace all previous MOUs as well as replacing all MOUs that are expiring in August 2024.

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5.2 c. Candidate Clinical Practice Opportunities

Documents

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Dyslexia Observations and Lessons Feedback Form

<https://docs.google.com/document/d/11-kjiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

5.3 Incorporation of California Dyslexia Guidelines

5.3a. Coursework

As detailed in section 2.3, through a CTC *Dyslexia Grant to Preparation Programs* Grant, NDNU faculty spent a year learning about dyslexia and a wide range of instructional strategies to support students who struggle with reading and literacy across all content areas with a specific focus on students with dyslexia. As such, every credential course includes the *California Dyslexia Guidelines* as a required or recommended text. In addition, every course, as appropriate and relevant, includes content, assignments and assessment of candidates' abilities to support students, academically and personally, who struggle with reading and literary. However, in responding to this section, we are only focusing on our primary literacy courses.

EDU 4330 Reading/Language Arts: Primary Grades systematically explores the California Dyslexia Guidelines, integrating these principles into our practice. Each week, a specific chapter from the guidelines is assigned to a candidates or small group, who then present a summary of the material. These presentations are designed to reinforce understanding, foster peer learning, and encourage active engagement with the content. Each 20 minute "Elevator Pitch" presentation begins with a clear, one-sentence statement of the chapter's main idea or thesis, ensuring that the core concept is immediately understood. Google Slides pair information on the chapter's material with visuals that are clear, engaging, and directly related to the content with audience participation using tools like Quizlet or classroom protocols to enhance participation and understanding. The effectiveness of these presentations is evaluated using a detailed rubric that assesses several key areas: clarity and

depth of the main idea, time management, the use of visuals, audience engagement, and overall presentation quality. This approach ensures that candidates not only grasp the material but also develop essential skills in communication and engagement.

EDU 4333 Reading/Language Arts: Upper Grades reinforces candidates' knowledge and skills on how to plan, teach, assess and support students diagnosed dyslexia or reading disorder, or reading discrepancy below level for age and grade through linking use of the guidelines in readings, assignments (case study), and Session 12 and Session 13 which focus on understanding literacy development in a range of learners including neurodiverse learners and those with Dyslexia. Candidates learn who makes the diagnosis of Dyslexia and how to support students diagnosed with Dyslexia and their 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.

EDU 4330 Reading/Language Arts: Primary Grades

Required Texts for this course (see text list)

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.w9chw3mo7we0>

Session #1 - CDG Chapters 1 & 2

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.4xrmhoixwckq>

Session # 3 – Read and Presentation on a chapter from CDG + Chpt. 4

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.1dss5nu4rd51>

Session #4 – Chpt. 3 + Chpt. 4 Symptoms of Dyslexia; Presentation Due

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.6jv0yl3wj0in>

Sessom #5 – Chpt. 5 Presentation

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.kknlfqixq5mi>

Session #8 – Presentation Due; Chpt. 8 & 9

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.yprb3hs7l8no>

Session # 9 Presentation Due; Chpt. 10

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.smx3e7bk3cho>

Session #10 Presentation Due; Chpt. 11

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit#bookmark=id.5orqy2kejzw>

Session #11 Presentation Due; Chpt. 6

<https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URLwO5/edit#bookmark=id.nqbj2bzlmor>

EDU 4333 Reading Language Arts: Upper Grades

Required Texts for EDU 4333 (see text list)

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJoa/edit#bookmark=id.k3llv69m1jxi

Session #2: California Dyslexia Guidelines Overview

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJoa/edit#bookmark=id.hulhktkszzl1

Session #3 - *Common Types of Reading Problems and How to Help Children Who Have Them*

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJoa/edit#bookmark=id.knr3yzb144tp

Session #12 – Chpts. 4 & 11

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJoa/edit#bookmark=id.wdtm6ldrvqds

Session #13 – Debrief identification & support in Upper Grades

https://docs.google.com/document/d/1Qct3wUZBaOR_RdSAXUbrzbVj09cbRJoa/edit#bookmark=id.eylvgryfwff0

5.3c. *Clinical Practice* – Explain how the program ensures that all candidates have opportunities in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to ensure that there are other opportunities for these candidates to practice strategies identified in the *California Dyslexia Guidelines*. Describe how the program is tracking the clinical practice experiences related to dyslexia that each candidate is provided.

NDNU credential candidates enroll in two semesters of clinical placements which includes a weekly student/intern teaching seminar as well as concurrent enrollment in curriculum and instructions (C&I) courses. During the first semester of student/intern teaching, Multiple Subject and Education Specialist credential candidates also enroll in EDU 4330 Reading/Language Arts: Primary Grades. During the second semester of student/intern

teaching, they enroll in EDU 4333 Reading/Language Arts: Upper Grades. Seminar instructors for these courses, as well as the other C&I collaborate so course content and assignments are linked and applied in the placement setting. University supervisors meet with candidates monthly during seminar to engage in discussions about their practice, brainstorm ideas and strategies to address challenges or questions, and help candidate reflect on their practice. University supervisors share this information with their candidates' district employed supervisor (cooperating teacher/intern support provider) during an initial orientation meeting, the 6 monthly observations visits/debriefs, and the mid-term and end of semester 3-way conferences (candidate, cooperating teacher/intern support provider, university supervisors). Supervisors review program information and materials provided at the Cooperating Teacher/Intern Support Provider Orientation held each semester during 1:1 meetings with the cooperating teacher/intern support provider and 3-way meetings including the candidate, to be sure all understand and provide the support the allows the candidate to succeed and demonstrate competency during the placement.

If there not a student(s) in a candidates' placement with a dyslexia, reading disorder or reading discrepancy, candidates will work with their cooperating teacher/intern support provider to identify classrooms in their school where they will have opportunities to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*.

Observations: The candidate will meet with the teacher to learn about the student(s) and how the teacher is planning interventions and lessons to support the student(s) in meeting literacy content goals. The teacher will include the candidate in the planning of the lesson the candidate will observe, and then debrief with the candidate following the lesson. Candidates are expected to complete 3 observations each semester, record these on the observation form that they upload to their canvas file.

Practice: During each semester, candidates will identify, plan, and teach lessons in each of the literacy focus areas (foundational skills; literature, language and the comprehensive component including oral and written language; ongoing diagnostic and early intervention techniques) as well as at least one lesson focused on supporting students with diagnosed dyslexia, reading disorder or reading discrepancy below level for age and grade. Candidates will work with the classroom teacher (either their cooperating teaching/intern support provider or the teacher of a classroom with appropriate students) to plan and teach a lesson to be observed by their university supervisor. The supervisor will observe, debrief, and provided formative feedback of the lesson using the appropriate feedback forms. These forms can be used during seminars for discussions and then uploaded into the candidates' canvas file.

The feedback forms, uploaded to the candidate's permanent file in canvas, will be used to track the clinical practice experiences related to dyslexia that each candidate is provided.

Documents

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Additionally, provide all of the following:

5.3d. *Communication/Agreement with Districts*

NDNU MOU process and directions

Beginning in Fall 2022, the San Mateo County Attorney, in response to a question from a local school district, became involved in the process of writing/approving NDNU MOUs for both placing candidates as student teachers and interns. This process took 8 months. Since that time, any adjustment or changes in the text in the MOUs had to be submitted for review and approval by the County Attorney which can be a lengthy process.

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5.3f. *Candidate Clinical Practice Opportunities* – Direct link(s) to locations in clinical practice observation tools that document that candidates have opportunities to practice and be provided feedback on the skills identified in the *California Dyslexia Guide*

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