



Sanford College of Education
Clinical Practice

TPE 7 Literacy in Clinical Practice

ITL/SPD Programs, Spring 2025

The Literacy Standard TPE 7

- Aligned to the Literacy CalTPA expectations
 - Senate Bill 488 (Chap. 678, Stats. 2021)
 - <https://www.ctc.ca.gov/educator-prep/literacy-and-reading-instruction>
- Responds to the CTC requirement to implement, assess and provide professional development for TPE 7
 - National University has participated in the Literacy Pilot and Field Test
 - CTC feedback on the Literacy Field Test pending
 - Final CalTPA Rubrics available Fall 2025
- Included as a separate rubric once in the A course, once in the B course
 - Considers the video recording, TPE Running Record and Lesson Plans

TPE 7.1

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

*** see TPE 5-9 for descriptors*

MM 7.1, EX 7.1 : *EdSp MMSN and ESN Candidates*

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

Examples:

- Lesson plan mentioning any of the frameworks
 - **Meaning making** might include unpacking root words, like geology (study of Earth)
 - **Small Group Phonics:** Explicit instruction using multisensory methods (like letter tiles, sandpaper letters) phonics rules-sound writing correspondence
 - **Phonemic Awareness:** Sight sound correspondence- blending, segmenting, rhyming
 - **Guided Reading:** Students read leveled texts with teacher support, focusing on fluency, comprehension, and vocabulary.
 - **Interactive Read Aloud:** Teacher models fluent reading, questioning techniques, and making connections to text.
 - **Word Study:** Games and activities focusing on word patterns, spelling rules, and vocabulary building (e.g., word sorts, word walls).

TPE 7.1 Candidate / SSP Discussion:

- Provide examples of how aspects of TPE 7.1 could be included in Lesson Planning.
- Discuss how observation lessons will implement evidences of TPE 7.1 indicators.
- Where are there opportunities to integrate other TPE indicators in lesson planning and delivery?
- What questions do you have to enhance your understanding of the planning and implementation of TPE 7.1 specifically?

TPE 7.2

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

MM 7.2, EX 7.2 : *EdSp MMSN and ESN Candidates*

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

Examples:

- Identification in the **lesson plan** of strategy used for a student identified with dyslexia, if appropriate
 - **Intensive Interventions:** One-on-one or small group instruction with a specialist (e.g., speech-language pathologist, reading specialist).
 - **Structured Literacy Programs:** Programs like Orton-Gillingham or Wilson Reading System for students with dyslexia.

Literacy Instructional Strategies: **Dyslexia**

(California DOE Guidelines Dyslexia Guidelines)

- **Structured Literacy:**
 - **Systematic and Explicit Instruction:** This is foundational. Instruction is carefully sequenced, building on previously learned skills. Teachers explicitly model, guide, and provide feedback.
 - **Multisensory Approach:** Engaging multiple senses (visual, auditory, kinesthetic, tactile) enhances learning. Examples:
 - **Visual:** Using color-coded materials, flashcards, and visual aids.
 - **Auditory:** Listening to audiobooks, recordings of themselves reading, and engaging in verbal drills.
 - **Kinesthetic:** Tracing letters in sand, using manipulatives, and engaging in physical activities that incorporate letter sounds.
 - **Focus on Foundational Skills:**
 - **Phonemic Awareness:** Identifying and manipulating sounds within words.
 - **Phonics:** Understanding the relationship between sounds and letters.
 - **Decoding:** Breaking down words into sounds and blending them together.
 - **Fluency:** Reading smoothly and accurately with expression.
 - **Vocabulary:** Building a strong vocabulary through direct instruction and reading.
 - **Spelling:** Developing accurate spelling skills through systematic instruction and practice
- **Assistive Technology:**
 - **Text-to-Speech Software:** Allows students to listen to text, improving reading fluency and comprehension.
 - **Speech-to-Text Software:** Enables students to dictate their written work, reducing the burden of handwriting and spelling.
 - **Graphic Organizers:** Visual tools like mind maps, concept maps, and timelines help students organize information and ideas.
 - **Digital Dictionaries and Thesauruses:** Provide easy access to definitions and synonyms.

Literacy Instructional Strategies: **Dyslexia**

(continued)

- **3. Accommodations in the Classroom:**
 - **Extended Time:** Providing extra time for assignments and assessments.
 - **Reduced Workload:** Adjusting the amount of work assigned to avoid overwhelming the student.
 - **Preferential Seating:** Allowing students to sit closer to the teacher or in a less distracting environment.
 - **Oral Responses:** Providing opportunities for students to demonstrate their learning through oral presentations or discussions.
- **4. Building Confidence and Motivation:**
 - **Positive Reinforcement:** Providing frequent praise and encouragement for effort and progress.
 - **Choice in Assignments:** Allowing students to choose from a variety of assignments to cater to their interests and learning styles.
 - **Collaboration and Peer Support:** Creating opportunities for students to work together and support each other.
- **5. Collaboration and Communication:**
 - **IEP Teams:** Working closely with IEP teams (including parents, special education teachers, and other relevant professionals) to develop and implement individualized plans for each student.
 - **Professional Development:** Ongoing professional development for teachers on effective instructional practices for students with dyslexia.
 - **Important Considerations:**
 - **Individualized Approach:** The most effective strategies will vary depending on the specific needs and learning styles of each student with dyslexia.
 - **Early Intervention:** Early identification and intervention are crucial for students with dyslexia.
 - **Creating an Inclusive Classroom:** Fostering a supportive and inclusive classroom environment where all students feel valued and respected.

Resources for Further Review

- **California Commission on Teacher Credentialing:** [Resource Guide on Preparing Teachers for Effective Literacy Instruction](#)
- **California Dept. of Education: Dyslexia Guidelines:** <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.PDF>
- **California Dept. of Education: General information on dyslexia** <https://www.cde.ca.gov/schooldirectory/details?cdscode=37683120000000>
- **California Dept. of Education: Literacy :** <https://www.cde.ca.gov/ci/cl/>
- **California Dept. of Education: ELA/ELD Framework :** <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- **Suggested Journals:**
 - *Reading Research Quarterly* <https://ila.onlinelibrary.wiley.com/journal/19362722>
 - *The Reading Teacher* <https://ila.onlinelibrary.wiley.com/journal/19362714>
 - *Journal of Adolescent & Adult Literacy* <https://ila.onlinelibrary.wiley.com/journal/19362706>