

## SB488 Appendix B section 2 questions

### 2.1

#### **Pathway**

Multiple Subject Student  
Teaching Traditional Program

#### **List of all required courses where the primary focus is literacy instruction**

[ED501A Teaching of Reading – Learning to Read](#)  
[ED501B Teaching of Reading – Reading to Learn](#)

#### **List of any other required courses where literacy standard 7 and TPE7 are covered but are not the primary focus of the course**

[EN316 Introduction to Linguistics](#)  
[ED504 Literacy Across the Curriculum](#)  
[ED505 Curriculum and Instruction](#)

### 2.2

#### **Pathway**

Multiple Subject  
Student Teaching  
Traditional Program

#### **Process used for internal program review to ensure alignment with new literacy standards and TPEs**

A review of the required TCP courses for the multiple subject credential was made looking at the syllabi, course textbooks, assignments, observation and clinical hours. Adjustments were approved by the VP of Academics and made to address the New Standards for TPE7 and California Dyslexia Guidelines

**Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)**

Director of the TCP program – Mary Poole

Faculty – Kathleen Poole

Vice President of Academic Affairs – Katina Evans

2.3 Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB488, the new standards and TPE's, and the evidence base supporting them, If this response differs by pathway, please respond for each pathway.

Faculty teaching in the TCP-required courses were provided with a copy of the new TPE's, new Standards, and SB488 requirements. A full review of the curriculum used in the courses was done, with updates to the curriculum made as needed. The changes are evidenced in the curriculum changes before the beginning of the 2024 Fall term.

Primary focus courses are [Ed501A](#) "Teaching of Reading - Learning to Read", [Ed501B](#) "Teaching of Reading - Reading to Learn", [En316](#) "Introduction to Linguistics". New curriculum was adopted for [Ed501A](#) "Teaching Phonics for Balanced Reading by Edmund V. Starrett, second edition." "Phonics, Phonemic Awareness and Word Analysis for Teachers" Donald J. Leu and Charles K. Kinzer, 10th edition, "The New Art and Science of Teaching Reading" Julie A. Simms and Robert Marzano & "Ready for RICA a test preparation guide for California's Reading Instruction Competence Assessment" 4th edition Zarillo. Ed501B "Reading and Learning to Read" 10th edition JoAnne L. Vacca, Richard Vacca, Mary K. Grove, Linda C. Burkey, Lisa A. Linhart, Christine A. McKeon copyright 2018 & "Ready for RICA a test

preparation guide for California's Reading Instruction Competence Assessment" 4th edition Zarillo.

Faculty have implemented the new required text new TPE's and new Standards in the primary courses as evidenced in the course syllabi. Faculty met over phone conferences to discuss the implementation of the SB488 requirements.

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 SB488, 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.

Faculty will watch the following Webinars which address the new standards: **Literacy Instruction Certification Webinars**

Examining the Literacy Standard & TPEs for SB 488 Certification – Part 1

Examining the Literacy Standard & TPEs for SB 488 Certification – Part 2

Certification Process for Literacy Instruction in Teacher Preparation Programs

And the webinar on the New California Dyslexia guidelines.

Faculty will participate in professional development meetings to support training for the new TPE standards.

Dyslexia Guidelines overview

Faculty will participate in Zoom conference meetings hosted by the San Diego Christian College Education Department to review and discuss the information provided on the required videos for professional development posted above. Faculty will be expected to follow all SDCC implementation guidelines for the new standards and new TPE's in the primary courses for the TCP.

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 SB488, the new literacy instruction program standards, TPE's, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

San Diego Christian College has updated the MOUs with all participating schools and school districts to reflect the new guidelines for literacy instruction as per SB488. SDCC has updated the Cooperating Teacher's Handbook and the Student Teacher's Handbook to show the expectations for modeling and opportunities for the student-teacher candidate to observe and instruct following the ELA/ELD standards and the new literacy standards focusing on TPE 7 and the CA Dyslexia Guidelines. In addition, the documents show expectations and requirements for the master teacher to meet regularly for evaluation and assessments of the student teacher. The college supervisor will meet with the master teacher, the student teacher, and the school site administrator to go over all expectations before the start of the student teaching experience. Links have been added directing to the specific sections in both the [Cooperating Teacher's Handbook](#) and the [Student Teacher's Handbook](#). Direct links to Cooperating teacher handbook pages [5](#), [6](#), [8](#), [15-18](#)

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 learner students?

The selected curriculum for [Ed501A](#) and [Ed501B](#) addresses the new literacy and reading standards as outlined in SB488 and TPE 7.5 Foundational skills; a,b,c,d,e,f,g,h,i, 7.6 Meaning Making, 7.7 Language Development, 7.8 Effective Expression, 7.2 UDL, evidence-based literacy Instruction, 7.10 formative assessment practice. The team that addressed the new literacy and reading requirements for

[Ed.501A](#), [Ed501B](#) and [Ed.504](#) have ELL certification through their credentialing and professional development training and are TESOL trained. The students teachers are required to fulfill clinical hours of observation in conjunction with the above mentioned courses as well as their student teaching clinical hours.

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 syllabi are acceptable.

[Ed. 501A](#) and [Ed501B](#) "How to Teach Reading" have been updated to state that the ELA/ELD and literacy standards are the main objectives and learning outcomes of the courses with specific lessons on the ELA/ELD TPEs and TPE7. They also show that the CA Dyslexia Guideline is required and a part of the course objectives. Direct Links are provided to [Ed.501A](#) and [Ed501B](#) course description, course learning outcomes, and assignments.

[ED501A – Course Description](#)

[ED501A – Course Learning Outcomes](#)

[ED501A – Student Learning Objectives](#)

[ED501A – Course Materials](#)

[ED501A - Assignments](#)

[ED501B – Course Description](#)

[ED501B – Course Learning Outcomes](#)

[ED501B – Student Learning Outcomes](#)

[ED501B – Course Materials](#)

[ED501B - Assignments](#)

### 3.1

- [Appendix Table C](#)
- [ED501A – Course Learning Outcomes](#)
- [ED501A – Student Learning Objectives](#)
- [ED501A – Course Materials](#)
- [ED501B – Course Description](#)
- [ED501B – Course Learning Outcomes](#)
- [ED501B – Student Learning Outcomes](#)
- [ED501B – Course Materials](#)
- [ED504 – Course Learning Outcomes](#)
- [ED504 – Student Learning Outcomes](#)
- [ED504 – Course Description](#)
- [ED504 – Course Materials](#)
- [ED505 – Course Description](#)
- [ED505 – Course Learning Outcomes](#)
- [ED505 – Course Materials](#)
- [ED516 – Course Description](#)
- [ED516 – Course Outcomes](#)
- [EN316N – Course Overview](#)
- [EN316N – Course Learning Outcomes](#)
- [EN506 – Course Description](#)
- [EN506 – Course Learning Outcomes](#)
- [EN506 – Course Materials](#)

3.2 Provide a narrative with links embedded to specific locations 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.

Standard TPE 7.5 is addressed in the following courses at San Diego Christian College (SDCC): [Ed501A](#), [Ed501B](#)

In [Ed501A](#) and [Ed501B](#) candidates are trained in foundational skills by instruction, readings, assignments, videos, and observation hours. Candidates gain knowledge of how to introduce concepts and learning objectives, instruct using a variety of teaching strategies that support differentiated instruction methods, and assess student learning as listed in TPE 7.5; informal, formal, and ongoing assessments and diagnostic techniques. Candidates learn evidence-based best teaching practices that support learning for all students, Candidates learn the definition of Dyslexia, how to assess for Dyslexia, instructional strategies, and the socioemotional impact of Dyslexia based on the new California Dyslexia Guidebook. Candidates learn instructional methods to support ELL students in the classroom. Evidence of This is demonstrated in the course syllabi.

3.3 \*Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills - Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

Candidates will be provided with opportunities to practice teaching foundational reading skills. This opportunity is a part of the expectations for Ed 547 "Student Teaching in Elementary School". This is a 1-semester course to be completed at the end of the TCP after all other required coursework is completed. The student teaching period will cover 600 hours. Candidates will plan and execute teaching foundational reading skills incorporating the new standards, TPE 7 and literacy standards. This will be observed and documented by the master teacher and the TCP supervisor.

3.3a Communication/Agreement with Districts regarding clinical practice - Direct link(s) to locations in the 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.

[Student Teacher Agreement MOU](#)

3.b

The Student teacher reflection manual has been updated and renamed "[Student Teacher Handbook](#)" The re-write includes the requirements and expectations on the student teacher for observing, and practicing the new literacy and reading requirements specifically addressing TPE7.1 foundational skills. Included with the handbook are the weekly formal assessments to be completed by the master teacher focusing on specific TPE's each week.

[Student Teacher Handbook – Expectations & Requirements](#)

[Student Teacher Handbook – Weekly Formative Assessments](#)

[Student Teacher Handbook – Weekly Formative Evaluation](#)

[Student Teacher Handbook - Evaluation](#)

3.3c

[Student Teacher Handbook – Weekly Formative Evaluation](#)

4.1 submit the form in the appendices that demonstrate focus on T.P.E. 7.6,7.7,7.8 in TCP college courses

4.2 [MOU](#) between districts and the college that states opportunities are required for student teachers to practice strong literature, language, and comprehension instruction.

4.2b

Direct links are added to the specific locations in the Candidate Handbook explaining the new literacy standards, TPE's and performance assessments that are to be followed and completed during the Student Teacher's clinical Practice. The student-teacher candidates meet with the instructor and student-teacher supervisor to discuss and review all expectations regarding the new literacy standards, TPEs, and dyslexia guidelines.

[Student Teacher Handbook – Expectations & Requirements](#)

[Student Teacher Handbook – Weekly Formative Assessments](#)

[Student Teacher Handbook – Weekly Formative Evaluation](#)

[Student Teacher Handbook - Evaluation](#)

4.2c

[Cooperating Teacher Handbook](#)

5.1 – A & B

[Appendix Table C](#)

5.1c

[Cooperating Teacher Handbook – SB488](#)

[Cooperating Teacher Handbook – Weekly Formative Evaluation Process](#)

## 5.2

Student-teacher candidates will be allowed to observe and participate in various diagnostic techniques and assessments that will help inform and guide teachers in early interventions supporting student learning and outcomes in their clinical practice hours of Student teaching and required observational hours from the TCP courses such as [Teaching to Read - Learning to Read](#), [Teaching to Read - Reading to Learn](#), [Curriculum and Instruction](#), [Adolescent Literacy](#), and [Student-Teaching](#).

### 5.2a [Student Teacher Agreement MOU](#)

### 5.2b

A direct link to the page in the Cooperating Teacher Handbook and the Student Teacher Handbook with the description of expectations for the student-teacher candidate to observe and practice diagnostic techniques and early intervention techniques.

[Cooperating Teacher Handbook pg.5](#)

[Student Teacher Handbook pg. 6](#)

### 5.2c

[Ed501A](#)

[Ed501B](#)

[Ed505](#)

[Cooperating Teacher Handbook pg.5](#)

[Cooperating Teacher Handbook pg.8](#)

5.3a The new California Dyslexia Guidelines have been embedded into the TCP program at San Diego Christian College specifically in course [Ed. 504 "Literacy Across the Curriculum"](#). As a part of the focus for this class, students will use as a text and reference the California Dyslexia Guidelines Handbook. The Teacher Education Students will gain understanding and instructional practices to help support students with Dyslexia. Students will be provided opportunities when appropriate for observation and clinical practice of students with Dyslexia in the school sites.

5.3b

[ED501A – Course Description](#)

[ED501A – Course Learning Outcomes](#)

[ED501A – Student Learning Objectives](#)

[ED501A – Course Materials](#)

[ED501A - Assignments](#)

[ED501B – Course Description](#)

[ED501B – Course Learning Outcomes](#)

[ED501B – Student Learning Outcomes](#)

[ED501B – Course Materials](#)

[ED501B - Assignments](#)

[ED504 – Course Description](#)

[ED504 – Course Learning Outcomes](#)

[ED504 – Student Learning Objectives](#)

5.3c. 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.

The college has embedded into the coursework for Ed501A and Ed501B the required reading of the California Dyslexia Guidelines to provide a clear and concise understanding of what Dyslexia is, how to recognize it in students for early intervention, and how to address some of the learning differences in the regular classroom. Student-teacher candidates will work alongside their master teacher in clinical practice to address any needs a student with Dyslexia would have. Candidates are exposed to the differentiated instruction approaches that may be used in the classroom setting to the benefit of all students. (provide links to assignments in ed501A and Ed501B)

[Student Teacher Agreement MOU](#)

5.3d

Teacher Candidates are provided with opportunities to observe and do clinical practice of teaching strategies for students with Dyslexia when appropriate in the school sites they are at for observation hours and clinical practice. This is specifically addressed in the [MOUs](#) with each school district or private school SDCC places student-teacher candidates at. Student-teacher candidates will demonstrate strategies from the California Dyslexia Guidelines in a mock setting in [Ed.504 "Literacy Across the Curriculum"](#).

5.3e

[Cooperating Teacher Handbook](#)  
[Student Teacher Handbook](#)

5.3f

[Student Teacher Agreement MOU](#)