



October 4, 2019

Dr. Tine Sloan, Commission Chair
The Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

RE: Public Comment on Proposed TPE language - Agenda Item 5C (Appendix E & F - pgs. EPC 5C-45 through 5C-52 Information/Action Educator Preparation Committee)

Dear Chair Sloan and Commission Members:

On behalf of the EdVoice Board of Directors, I write regarding the proposed modifications to the Teaching Performance Expectations (TPEs), located in Appendix E and F of Agenda Item 5C, and the discussion questions posed for recommended augmentations and fine-tuning - particularly question two - on page EPC 5C-4 of Agenda Item 5C from the September 2019 Commission meeting.

Smarter Balanced data reveal a significant majority of California's third graders cannot "read" at grade level. The Commission should bolster the TPEs to make California a leader in the settled science of teaching reading and to help California's students by ensuring their teacher is expected to know how to teach reading with scientifically proven methods.

A critical distinction to be necessarily reflected in the TPEs is that of the term "reading." It is a separate term of art, not intended to be used interchangeably with "literacy." Indeed, "reading" carries clear statutory meaning in California, as the Legislature has specifically and repeatedly used the term "reading" instruction in the Education Code. (See Sections 44283b and 44254, for example.)

The California English Language Arts/English Language Development (ELA/ELD) framework, adopted in 2014 by the State Board of Education, also reflects this: "Careful, systematic attention is given to development of the foundational skills during the early years, as these skills play a critical role in reading success and the achievement of the goals of ELA/ELD instruction discussed in the introduction and chapter 2 to this ELA/ELD Framework..." (Page 150, Chapter 3, *The English Language Arts/English Language Development Framework for California Public Schools Kindergarten through Grade 12*. The California Department of Education. Sacramento, CA, 2014.)

It is also worth noting that "reading" carries a distinctive meaning in the Common Core State Standards, as "Reading: Foundational Skills" is a strand of standards in kindergarten through 5th grade that include phonological awareness, phonics and word recognition and fluency. The Common Core State Standards Initiative states that foundational reading skills "are necessary and important components of an effective, comprehensive reading program designed to develop

proficient readers with the capacity to comprehend texts across a range of types and disciplines,” (Introduction for K-5, Reading: Foundational Skills. *Common Core State Standards*. National Governors Association Center for Best Practices, Council of Chief State School Officers. Washington, D.C., 2010.)

It appears that the recommended language of the draft TPEs may dilute or inadvertently omit the importance of foundational reading skills and science-based reading instruction. Accordingly, we believe that the recommended edits to the TPEs (See Attachment Pages 1-5) to address these comments, when considered as a whole, provide strengthening to ensure critical components of foundational reading skills are included as necessary in the knowledge set for the teaching of reading and development of literacy as described in the Executive Summary of Item 5C, so that all California multiple subject and education specialist candidates have clear expectations grounded in settled science when earning a license to teach students in a California classroom.

Furthermore, we support an augmentation to the TPEs to include the selection of appropriate instructional materials, including decodable texts and materials for English language learners as these are included in the ELA/ELD Framework. Research has repeatedly shown that reading outcomes can be significantly improved with early identification and intervention. The revised TPEs should explicitly reflect confirmed scientific findings. Accordingly, demonstration of knowledge on the confirmed research on educational services for students with dyslexia as recommended (Attachment: Appendix E - Page 3, in large font) should also be included.

Thank you for the opportunity to comment. Please do not hesitate to contact me directly with any questions regarding our input.

Respectfully,



Bill Lucia
President

Attachment

Cc: Mary Vixie Sandy, Executive Director, Commission on Teacher Credentialing
Teri Clark, Director, Professional Services Division, Commission on Teacher Credentialing
Anthony Williams, Legislative Affairs Secretary, Office of the Governor
Jennifer Johnson, Deputy Legislative Affairs Secretary, Office of the Governor
Jeff Bell, Program Budget Manager, Department of Finance
Lynn Lorber, Chief Consultant, Senate Education Committee
Roger Mackensen, Republican Policy Consultant, Senate Education Committee
Tanya Lieberman, Chief Consultant, Assembly Education Committee
Robert Becker, Republican Policy Consultant, Assembly Education Committee

Appendix E

Draft TPE for Multiple Subject and Education Specialist Candidates

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment

Beginning multiple subject teachers apply their knowledge of the California Standards in English Language Arts/English Language (ELA/ELD) Development to frame their planning, instruction, and student assessment in the area of literacy. They demonstrate the ability to design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards. Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning multiple subject teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated [reading and language arts and English language development literacy](#) instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage [effective and differentiated reading, language development and comprehensive](#) literacy instruction and interventions to meet the needs of the full range of learners.

They apply the five key themes of literacy instruction as described below:

Meaning Making: Beginning multiple subject teachers understand that *meaning making* is the central purpose of reading, writing, spoken/signed language, and all forms of communication in all subjects. They effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives, [their cultures and diverse languages](#), and interests). They design lessons that capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences.

They teach literal and inferential comprehension of text as well as critical reading. They identify challenges posed by complex texts and support students' ability to navigate increasingly complex text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos). They help students learn to read strategically, analytically, critically³, and with a critical lens, and write and converse meaningfully about content across the curriculum, and monitor their understanding.

³ Reading *strategically, analytically, and critically* refers to the skills of adjusting reading based on purpose, using reading strategies to understand, think about, analyze, and critique increasingly complex texts, as well as to question an author's intent, purpose, and bias

They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking. They help students develop increasingly sophisticated oral and written interpretations of texts and presentations, including identifying and citing specific evidence, expressing an opinion, explaining their reasoning and defending a point of view, and developing and supporting an argument, as appropriate to the grade level, student knowledge and skill level, and content area.

Language Development: Beginning multiple subject teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills on an increasingly complex level as students move through the elementary grades. They help students understand the importance of well-developed vocabulary in their literacy development and knowledge acquisition, and they demonstrate effective teaching of vocabulary both explicitly through word study (including examination of morphology and etymology where and as appropriate) and indirectly through the use of wide reading of appropriate high quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context. Beginning teachers learn how to facilitate students' learning of complex sentence and text structures. They plan for and encourage students' use of academic language across the content areas. Beginning teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices.

Beginning multiple subject teachers understand and can explain the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, and the importance of transfer between languages, and for students who speak one or more languages than English, they are able to support their students in transferring skills across these multiple languages.

Effective Expression: Beginning multiple subject teachers support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication within each content area. They teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments as appropriate to students' grade and developmental levels.

They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They ensure that students can apply knowledge of conventions (e.g., grammar, punctuation, capitalization, and spelling) as appropriate for the grade level and context. They use appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).

Beginning multiple subject teachers demonstrate an understanding of the value of the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment (translanguaging⁴ techniques) as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge: Beginning multiple subject teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication into every subject area.

They provide opportunities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. They use strategies for capitalizing on and extending students' background knowledge and language relevant to a particular text and/or discipline. Beginning teachers promote students' engagement in research, inquiry and project-based learning where and as appropriate to expand students' knowledge and pique their interest in the content. They provide access to the content curriculum through appropriate integrated and designated language development practices and strategies for English learners. They help students understand the strengths and limitations of media and multiple information sources within the content discipline(s) and to evaluate the credibility of information obtained through these sources.

⁴ **Translanguaging techniques:** Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

Foundational Skills: Beginning multiple subject and education specialist teachers demonstrate understanding of the ELA/ELD standards and framework, the crucial role of the research-based foundational literacy skills of reading, spelling, vocabulary and comprehension in literacy development in English language arts and English language development. These teachers and they are able to assess, plan for, and systematically and explicitly teach to, and support students' development of print concepts, alphabet knowledge, phonological and phonemic awareness, phonics, decoding, word recognition, and text reading fluency to literacy and English language development. In addition, these teachers demonstrate knowledge of the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to effective reading, writing and overall language development. These teachers are able to assess, plan for, and systematically and explicitly teach these foundational skills to support students' development of vocabulary, academic language and ability to comprehend complex text.

They demonstrate instruction that ensures the application of these skills in learning to read effectively and communicate their ideas, opinions, and knowledge in writing using accurate spelling, and in a variety of contexts and learning experiences. Beginning teachers promote students' understanding of the alphabetic principle, ability to read single- syllable and multisyllabic words, and acquisition of accurate and rapid word recognition (including teaching sight-irregular words). Beginning teachers demonstrate understanding of how to use the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They recognize in their planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge.

Beginning multiple subject and education specialist teachers demonstrate ability to identify and use appropriate instructional materials. These materials include decodable texts, varied literary and informational text, and appropriate materials for English language learners in order to provide practice and support for all students that leads to fluent and automatic decoding, vocabulary and academic language development, and strong comprehension in order to become independent readers.

They demonstrate knowledge of confirmed research on evidence-based educational services for students with dyslexia, including advanced phoneme manipulation and a multisensory, direct, explicit, structured, and sequential approach to effective reading instruction. They understand that not all students who have dyslexia will require a mandatory individualized education program (IEP) but if a student exhibits characteristics of dyslexia or other related reading dysfunction and does not have an IEP, then appropriate evidence-based education services to ensure the student is proficient in foundational skills must be provided in the general education setting.

Appendix F

Draft TPE Language for Single Subject English Teacher Candidates

Teaching English Language Arts in a Single Subject Assignment

Beginning Single Subject English Language Arts (ELA) teachers understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students. Beginning single subject ELA teachers study, observe, and practice the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development (3) effective expression, (4) content knowledge, and (5) foundational skills. They integrate and apply the five key themes of literacy instruction, consistent with the grade levels, developmental levels, literacy learning needs, and prior knowledge and experiences of their students, to advance students' English Language Arts/English Language Development as described below. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.

They understand principles of language acquisition and learning (including first, dual, and multiple languages as well as Standard English), consistent with the principles of the *ELA/ELD Framework*. They demonstrate how to make English Language Arts comprehensible to students at various English language proficiency levels and they model and encourage the use of all forms of language as tools for thinking, learning, and communicating, including academic discourse and structured conversations across disciplines.

Beginning single subject teachers know how to determine or assess the skill level of students through the use of meaningful indicators of literacy proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform and adjust instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning single subject teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated [reading and language arts and English language development](#) literacy instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

Meaning Making: Beginning single subject /ELA teachers help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects. Beginning teachers effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum.

Beginning single subject ELA teachers teach literal and inferential comprehension of text as well as reading with a critical lens. They teach students to recognize and use text features and structures to facilitate and communicate meaning, and they teach them to cite specific evidence when offering an oral or written analysis of a text or presentation and supporting an argument with claims. Beginning single subject ELA teachers identify challenges posed by complex texts and support students' ability to navigate text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos), to read strategically, analytically, critically, and with a critical lens, and to monitor their understanding as they become increasingly independent in reading texts inside and outside of class. They employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

Language Development: Beginning single subject ELA teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills. They understand the importance of well-developed vocabulary as well as its role in literacy development and knowledge acquisition, and they understand how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature and other text, rich oral language interactions, and context. Beginning teachers learn how to facilitate students' deeper understandings of syntax (i.e., the way that words are combined into phrases and sentences and the way that sentences are structured and ordered to convey particular meanings) and the structure of complex texts. They plan for and

foster students' use of general academic and subject-specific language across the content areas. Beginning single subject ELA teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), and culturally and linguistically sustaining instructional practices. Beginning teachers understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

Effective Expression: Beginning single subject ELA teachers teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments. They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions). They support students in learning to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness, for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling. Beginning single subject ELA teachers demonstrate an understanding of the value of translanguaging⁵ techniques as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge: Beginning single subject ELA teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of literary and informational texts. They demonstrate the ability to pair literary and informational texts and integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication across text genres. They use strategies for capitalizing and extending students' background knowledge and language relevant to a particular text genre. Beginning single subject ELA teachers promote students' engagement in research, inquiry, and project-based learning and help students develop research questions, locate information from multiple sources, and evaluate its credibility. Beginning teachers plan opportunities for students to read independently across genres in ways that build on and expands students' interests and fosters engagement.

Beginning single subject ELA teachers model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications). ([Framework](#), Chapter 10)

Foundational Skills: Beginning single subject ELA teachers demonstrate understanding of the crucial role of the foundational skills of reading in reading and writing development. They promote students' ability to read and spell multisyllabic words and guide students in applying the foundational skills in a variety of reading and writing learning experiences. Beginning single subject ELA teachers apply their knowledge of the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They support students in being metacognitive about their own problem-solving strategies while reading. Beginning teachers are able to identify students who need additional support with foundational skills and make appropriate referrals for assessment and assistance while supporting their continued practice and development within their grade-level English language arts classroom.

⁵ **Translanguaging techniques:** the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment. Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.