



SPAN 2020 Virtual Conference – Chat Transcript

Literacy, the New TPEs, and Program Embedded Fieldwork Assessment Session – Cindy Grutzik, Sasha Horwitz, Roxann Purdue, and Teri Clark

14:05:30 From lhutton to All panelists : Is this the literacy meeting?

14:06:09 From Kirk Kirkwood to All panelists : Good afternoon everyone

14:06:33 From Sharon Merritt to All panelists : Hi all! Sharon Merritt, Fresno Pacific University and CABTE

14:06:35 From Nan Barker to All panelists : Hello from Nan Barker, CalStateTEACH

14:06:37 From Kimy Liu to All panelists : Hello, it is Kimy Liu from Stan state, special education program.

14:07:03 From Sharon Merritt : HI all — Sharon Merritt, FPU and CABTE

14:07:13 From Alice Hays to All panelists : Hi! This is Alice from CSUB. :)

14:07:13 From Victoria Graf to All panelists : Hi! Vicki Graf from LMU and CAPSE/TED

14:07:16 From Erin Ramirez to All panelists : Erin Ramirez--CSU Monterey Bay

14:07:17 From Nancy Walker to All panelists : Nancy Walker, University of La Verne

14:07:18 From Anne Spillane to All panelists : Annie Spillane - Brandman University

14:07:23 From Anne Weisenberg to All panelists : Hi, Anne Weisenberg from CSU Stanislaus

14:07:24 From Mimi Miller : Hello everyone! Mimi Miller from CSU Chico.

14:07:24 From Marga Madhuri to All panelists : Hi friends, Marga Madhuri from University of La Verne (and can't wait to meet you, Bettina ;-)

14:07:25 From kcase to All panelists : Hi All, Kim Case CSUF College of Ed, Associate Dean

14:07:26 From Jill Hamilton-Bunch to All panelists : Jill Hamilton-Bunch from Point Loma Nazarene

14:07:28 From Kim Norman : Hi everyone! Kim Norman, CSU Fullerton

14:07:29 From Eric Engdahl : Eric Engdahl, CSUEB

14:07:29 From Anne Weisenberg to All panelists : Hi Mimi!

14:07:31 From Amy Conley : Amy Conley, HSU lecturer and EdD student Fresno State

14:07:32 From Leila to All panelists : Hello. Leila Ricci from Cal State LA

14:07:37 From kate esposito to All panelists : hi all--Kate Esposito--CSU Dominguez Hills-Special Education Department.

14:07:39 From Kirk Kirkwood to All panelists : Kirk Kirkwood, CalStateTEACH

14:07:46 From Istowell : Hi! Laurie Stowell from Cal State San. Marcos

14:07:51 From Kimy Liu to All panelists : will we get a copy of powerpoint afterwards?

14:07:57 From Amber Bechard to All panelists : Amber Bechard, University of La Verne.

14:08:01 From Charles Merritt to All panelists : Chuck Merritt, Fresno Pacific (Bilingual Auth)

14:08:01 From Kira LeeKeenan to All panelists : Hi! Kira LeeKeenan, CSU Fullerton

14:08:20 From Terra Bennett Brown : Terra Bennett Brown from the CA Dept of Ed. Thanks so much for creating this opportunity to learn, CCTE and CTC folks!

14:08:53 From Marga Madhuri : Hi friends, Marga Madhuri from University of La Verne (and can't wait to meet you, Bettina ;-)

14:09:50 From tinesloan to All panelists : Yes I'm here!

14:10:51 From kbrooks@rcoe.us to All panelists : Nice to meet you. Looking forward to hearing this information.

14:11:05 From Mimi Miller : Is this session also being recorded, so I can share with colleagues? Thank you!

14:11:38 From Michelle Jones to All panelists : Michelle Jones - Teachers College of San Joaquin/SJCOE

14:11:40 From kimiyamaghzi to All panelists : Hello, I'm Kimiya Sohrab Maghzi from the University of Redlands. Thank you for this session!

14:11:41 From Mimi Miller to All panelists : Thanks for recording! :)

14:11:51 From kbrooks@rcoe.us : Kristin Brooks, Executive Director, Supporting Inclusive Practices-Riverside County Office of Education contract with the California Department of Education

14:11:56 From Ernest Black to Judith Buttrill and all panelists : If you have a question, feel free to answer in the chat.

14:12:15 From Nan Barker : Nan Barker, CalStateTEACH, Multiple Subject candidates

14:12:17 From Anne Weisenberg to All panelists : Anne Weisenberg- CSU Stanislaus Multiple Subject

14:12:25 From Allan Hallis to All panelists : Allan Hallis, Riverside County Office of Education, Special Education Intern

14:12:29 From Mimi Miller to All panelists : Mimi Miller, CSU Chico. Multiple Subject candidates

14:12:31 From Alice Hays : Alice Hays, CSU Bakersfield, Single Subject- all content areas

14:12:33 From Leila to All panelists : Leila Ricci. Cal State LA. Ed Specialist.

14:12:33 From Nancy Walker to All panelists : Nancy Walker-University of La Verne, MS and SS candidates.

14:12:35 From Kombe, D to All panelists : Hi All, Dennis Kombe, Cal State Monterey Bay, Single Subject STEM.

14:12:36 From Shelley.Xu@csulb.edu to All panelists : This is Shelley Xu, from Cal State Long Beach. I work with MSCP students

14:12:38 From lhutton to All panelists : Lisa Hutton, CSUDH. I have another campus Zoom at 2:30 so would love to receive powerpoint and recording.

14:12:39 From Victoria Graf to All panelists : I work with Education Specialist candidates. Thanks.

14:12:40 From Katherine Lewis to All panelists : Katie Lewis- multiple subject candidates primarily; Dominican university of California in north bay

14:12:42 From alayne sullivan to All panelists : Alayne Sullivan University of Redlands, Chair, Multiple and Single Subject Candidates

14:12:43 From Kelly Moore to All panelists : Kelly Moore, Multiple Subject Credential Coordinator, CSUEB, Multiple Subject candidates

14:12:43 From Christian to All panelists : Christian Mendoza CSUDH-TED 412-Multiple subject

14:12:48 From Sharon Merritt : Sharon Merritt — Bilingual Authorization MS and SS students

14:12:50 From Rhonda Conte : Rhonda Conte, CSUB Multiple Subject

14:12:50 From Katherine Lewis to All panelists : but am here to report back to all credential programs

14:12:53 From kbrooks@rcoe.us : All of the above in LEAs and in partnership with IHEs throughout the state.

14:12:55 From Eric Engdahl : Eric Engdahl, Single Subject, esp Low Incidence areas

14:12:55 From Kim Norman : Kim Norman, CSU Fullerton, Multiple Subject

14:12:55 From Kira LeeKeenan to All panelists : Kira LeeKeenan, I'm a faculty member who works with Single Subject candidates (all content), and I'm subject area coordinator for SS English

14:12:56 From Marga Madhuri : Maria Madhuri multiple and single subject literacy

14:12:56 From Erin Ramirez to All panelists : Erin Ramirez, CSU Monterey Bay, I teach English Methods to Single Subject candidates--Coordinate the Single Subject program; all candidates.

14:12:57 From Megan Sulsberger : Megan Sulsberger, CSUMB, Multiple Subject candidates

14:12:59 From Laura McKay to All panelists : Hi! Laura McKay, CalStateTEACH, Multiple Subjects

14:12:59 From Jill Hamilton-Bunch to All panelists : Jill Hamilton-Bunch here. I am the associate dean, so I work with all populations.

14:13:01 From Lyn Scott to All panelists : Lyn Scott, CSU East Bay, M.S. candidates

14:13:04 From Kim Futami to All panelists : Kim Futami CSUF Multiple Subject

14:13:09 From Istowell : Hi! This is Laurie Stowell from Cal State San Marcos. I am the literacy coordinator for all our programs: MS, SS, Middle level and Ed. specialist

14:13:10 From Melanie Cox-Alegria to All panelists : Melanie Cox, Univ. of Redlands, MS and SS

14:13:14 From Steve Bautista to All panelists : Steve Bautista, Santa Ana College (a CA community college); we work with MANY aspiring educators - all areas.

14:13:17 From Istowell : Will the slides be sent to. Us?

14:13:24 From Kimy Liu to All panelists : Kimy Liu of Stan State, working with ESCP and concurrent option candidates.

14:13:33 From Sylvia Kane to All panelists : Sylvia Kane, Director of Graduate Education at Vanguard University. We have both MS and SS programs. I am also a Reading Specialist.

14:13:33 From Birmingham, Carrie to All panelists : Carrie Birmingham from Pepperdine, undergrad program, multiple subject literacy and EL

14:13:39 From Amber Bechard to All panelists : Amber Bechard, Special Ed Chair at University of La Verne. I work with both gen ed and special ed as we are integrating our program. Candidates from our gen ed and special ed programs will be taking the literacy courses together.

14:13:41 From Melody Lotter to All panelists : Melody Lotter, Credential Analyst for Point Loma Nazarene. I work with all of the candidates

14:13:46 From Judith Buttrill : Judy Buttrill, Instructor, NDNU, Ed Specialist Program

14:13:54 From kimiyamaghzi to All panelists : Hello, I'm Kimiya Sohrab Maghzi from the University of Redlands. Thank you for this session! I work mainly with multiple subject and some single subject candidates. I was hired to teach in our EDSP program. I also teach some classes in our MALT program.

14:13:57 From Kate Murray to All panelists : Kate Murray, Loyola Marymount University, MS and Ed Specialist programs

14:14:15 From Charles Merritt to All panelists : Chuck Merritt at FPU: I work with both Multiple Subject (most) and Single Subject (fewer) preparing the Bilingual Authorization and biliteracy focus

14:14:19 From Amy Conley : Amy Conley. I teach high school English at Fortuna High. I am the HSU lecturer for reading and writing for Multiple Subject credential. I am also interested in the new replacement for RICA for my dissertation for my EdD at Fresno State.

14:14:22 From Michelle Jones to All panelists : Michelle Jones - Add on's Teacher Intern program for Multiple Subject Coordinator. Our campus also service Single Subject Interns and Sped. Interns.

14:14:29 From Marcia Sidney-Reed to All panelists : Marcia Sidney-Reed, CSUDH, Multiple Subject Candidates

14:16:27 From Cindy Grutzik : Literacy TPEs adopted Nov. 2019:

14:16:30 From Cindy Grutzik : https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/literacy-tpes.pdf?sfvrsn=9e802cb1_2

14:16:48 From Sharon Merritt to All panelists : Thanks for the link, Cindy!

14:17:37 From Alice Hays : Thank you!

14:22:11 From Amber Bechard to All panelists : Sasha said option #1 referred to embedding RICA into programs. Is this necessarily the only way to assess the teaching of reading?

14:24:21 From Amber Bechard to All panelists : thank you for the clarification Teri

14:24:31 From Cindy Grutzik : What are your current practices in your literacy coursework, fieldwork, and assessment?

14:24:42 From kimiyamaghzi to All panelists : No it doesn't cover your screen

14:24:43 From Michelle Jones to All panelists : Hi Team,

14:25:09 From Marga Madhuri : At Univ. of La Verne, we have two semesters of literacy instruction for multiple subject candidates—first semester is K-3 early literacy with FW in K-3; second semester is 4-8 FW. Each has a case study project, done with a child identified as struggling in literacy, requiring 5 assessments and evaluation/plan for instruction

14:25:16 From Amber Bechard to All panelists : We are beginning to focus on structured literacy methods, including Orton Gillingham.

14:25:45 From Anne Spillane : We have 2 courses dedicated solely to reading and literacy instruction, both of which have assessment that involve field based assessment for mastery. there is an additional SpEd course dedicated to language and literacy development for those students, which also contains fieldwork assessments. Multiple other courses have literacy assignments and content embedded as well.

14:25:59 From Alice Hays : At CSUB, we have a literacy across the content areas for single subject candidates. They film themselves teaching vocabulary acquisition strategies, reading comprehension strategies, and leading group discussion or writing strategies.

14:26:20 From lhutton to All panelists : In multiple subject reading methods courses, there are field-based assignments that candidates do in their fieldwork. They assess, plan a lesson, teach a lesson, reflect, next steps. Also case study. In student teaching, some observations by supervisors are around literacy TPEs.

14:26:21 From Anne Weisenberg to All panelists : Anne, CSUStan- I have been working on two case studies in my class where they cover the TPA Cycle 1 and RICA narrative- it I think probably covers a LOT of this- but of course, it is on hold for now :) but i'm going to make sure it will cover the new TPEs too :)

14:26:45 From Anne Weisenberg : Anne, CSUStan- I have been working on two case studies in my class where they cover the TPA Cycle 1 and RICA narrative- it I think probably covers a LOT of this- but of course, it is on hold for now :) but i'm going to make sure it will cover the new TPEs too :)

14:26:59 From Birmingham, Carrie : At Pepperdine, MS students take a course that focuses on literacy + a 50-hour clinical experience. SS students take a parallel courses and clinical experience. This is before they take the CSET, however, so they can't teach whole class lessons. They do a case study. In other courses, we introduce literacy concepts and follow up with literacy practice.

14:27:02 From Kimy Liu to All panelists : Kimy Liu (Stan State, ESCP): We have two reading method classes, one focused on k-6 and the other one focused on secondary schools. For K-6 class, I focus on teaching foundational skills, vocabulary knowledge, basic linguistics, and sense making in understanding the meaning of the words or monitoring understanding of comprehension questions, especially inferential questions.

14:27:08 From Amber Bechard : We have candidates, both multiple subject and sped, complete an actual case study on a student. Our candidates administer reading assessments, including informal reading assessments, achievement tests, CBMs, interviews, etc. They then analyze the data. Special ed students additionally tutor a struggling reader to apply instructional interventions

14:27:40 From Tamara Andersen to All panelists : Tamara from Alliant International University, we are in the process of re-developing our Teacher Ed program and plan to embed RICA and edTPA "concepts) throughout the courses...providing exposure, learn, practice and then apply.

14:27:48 From Ernest Black : from Judith Buttrill: I don't think using the course assessments is a good way to go. We need a test that is based on the science of reading. Too often instructors at universities are using a whole language approach which is not an effective way to teach reading to primary students.

14:27:49 From Melanie Cox-Alegria to All panelists : In my literacy methods course, I have structured the syllabus to better cover structured literacy as conceptualized by the IDA

14:27:50 From Eric Engdahl : At CSUEB (single Subj) we have a Content Literacy course that focuses on literacy. Additionally, we have three semesters of methods in which literacy is embedded throughout. We have met as faculty and developed modules for the methods classes

14:27:52 From Shelley.Xu@csulb.edu to All panelists : At CSULB, candidates teach lessons (writing, reading (literature and informational texts), phonics) and reflect on their lesson teaching. Students conduct a case study with a student, including multiple assessments and writing a case study report.

14:27:54 From Charles Merritt : A biliteracy course I am currently teaching features a Bilingual Shadowing project that involves data collection on a classroom, an individual student - linguistic repertoire, literacy needs, strategies to address these and rationale ...

14:27:54 From Kimy Liu to All panelists : We also focused on unit-planning to allow students to see the relation between parts to whole.

14:27:56 From Amy Conley : At HSU two semesters of literacy instruction for multiple subjects. First semester focused on literacy theory and group project on a stage of literacy with student samples, assessments, and strategies. Second semester literacy autobiographies comparing their educational experience with best practices.

14:27:56 From Istowell : At Cal State Sam Marcos we have a 2 semester literacy. Sequence in which they do a small case study. Of a study in the first semester and a larger more comprehensive case study in the second semester. In the Single Subjects program we have a literacy across the curriculum course all candidates must. Take

14:28:21 From Amber Bechard : We are focusing on dyslexia and make sure that all candidates in all of our programs have knowledge of the Dyslexia Guidelines

14:28:22 From Michelle Jones to All panelists : This is Michelle Jones, We have a courses call Foundations of Reading and Integrated Literacy that includes Field work and assessments that the candidates implement in their current class. Candidates learn, then practice with students, share their videos in class and are provided ongoing feedback from their instructors.

14:28:27 From Laura McKay to All panelists : CalStateTEACH embeds four modules specifically dedicated to reading and literacy throughout 3 terms of the program. Teacher candidates are observed and assessed at least once per term on literacy.

14:28:36 From Katherine Lewis to All panelists : Our undergrads (Education Studies) take two courses for the multiple subject path- (1) Early Literacy and Children's Literature; and (2) Teaching Reading in Elementary Schools. Our graduate students only take Teaching Reading. In the near future, we may combine these two courses, so that should be fun. Fieldwork is required for both courses and students engage in some activities (including running small groups and assessing students with running records, etc.). I know we need more assessment practices within fieldwork.

14:28:40 From Kim Futami : At CSUF in multiple subject, we have two literacy courses. TCs do case study. work with student on early literacy. work with student on writing.

14:28:43 From Rhonda Conte : At CSUB in MS we have a TK-6 literacy course and an integrated Social Studies and ELA course with imbedded clinical practice where candidates assess and plan instruction for candidates.

14:29:22 From Charles Merritt : All FPU MS candidates have a two semester literacy requirement (not just Bilingual Auth)

14:29:32 From Erin Ramirez to All panelists : AT CSUMB single subject we have a content area literacy class; we also embed the ELD framework from the first summer and into the 2 semesters during the school year

14:29:47 From Amber Bechard : challenge: fidelity across institutions

14:29:53 From Marga Madhuri : Benefits: Real-life practice

14:30:20 From Cindy Grutzik : Benefits and Challenges to Program Embedded Assessments to show how candidates are meeting the Literacy TPEs?

14:30:37 From Marga Madhuri : Challenges: access in FW. Our candidates often struggle to get work done when they are in someone else's classroom

14:30:40 From Tamara Andersen to All panelists : Benefits: exposure, real world practice and application Challenges: re-development of courses, mind set of students and instructors

14:30:59 From Birmingham, Carrie : Challenge: I do not want this high-stakes program embedded assessment to take over our literacy course, as edtpa has taken over our final semester's seminar.

14:31:01 From Terra Bennett Brown : Thank you for clarifying, Dr. Sandy.

14:31:09 From Charles Merritt : We have the same challenge with fieldwork and access

14:31:11 From Melanie Cox-Alegria to All panelists : Benefits- more contextualized

14:31:12 From Anne Spillane : Challenge - consistency; benefit - authentic assessment, with the ability to provide individualized directed help in the field when needed to address needs

14:31:31 From Cindy Grutzik : One challenge: differences in how students at different ages are learning about literacy. What a 1st grader is doing is so different from a 5th grader.

14:31:42 From Erin Ramirez to All panelists : I agree, I don't want another high stakes assessment that students must pass AND pay for; we have so many barriers as it is to enter the teaching pathway.

14:31:50 From Nan Barker : Benefit: candidates will have context of individual student. Challenge: assessment of candidate work the is broad enough for all placements

14:31:54 From Eric Engdahl : Challenge consistency across single subj methods with different instructors.

14:31:54 From Judith Buttrill to All panelists : I don't think using course assessments is a good way to go. We need a test that is based on the science of reading. Too often instructors at universities are using a whole language approach which is not an effective way to teach reading to primary students.

14:32:08 From Michelle Jones to All panelists : Michelle Jones - Benefits candidates identify students through thoughtful, research based assessments. Then design targeted lesson plans to address the students needs. Challenges - class size and opportunity for one- on - one instruction.

14:32:22 From Melanie Cox-Alegria to All panelists : Challenge- More contingent upon resources/support of cooperating teachers

14:32:25 From Kim Futami : challenge - TCs to fully understand all that a reading assessment means about students' literacy levels

14:32:35 From Istowell : Math will be a challenge. This can be done. In. Social Studies and Science

14:32:47 From Kimy Liu to All panelists : Is this program based assessment considered a formative or a assumptive test? It is one thing to have a contextual fit program embedded assessment, it is another thing that is intended to use as a gate-keeper to control the quality of teacher knowledge.

14:32:51 From Eric Engdahl : Statewide rubric would be helpful guidance

14:34:06 From Shelley.Xu@csulb.edu to All panelists : Challenge: the difference in quality of field work. Candidates in a classroom with an excellent mentor teacher will have higher quality field work

14:34:15 From Kimy Liu to All panelists : Statewide rubric would be helpful. But would it be a program specific rubric or a universal rubric?

14:35:56 From Nancy Walker to All panelists : Challenge-Reading assessments that address language of disciplines.

14:36:25 From Amber Bechard : If there is a state rubric, it would need to include the ability to analyze state level data, and large data sets like what is available from DIBELS. This is often not included in teacher prep since IHEs do not typically have access to district type data but all teachers need to know how to do this

14:36:44 From Cindy Grutzik : What are some of the richest assessments that you are currently using in your literacy classes?

14:37:00 From Michelle Jones to All panelists : MJones - We require candidates to do a case study and digital portfolio.

14:37:01 From Nancy Walker to All panelists : We use Ekwall Shanker Reading Inventory, Basic Phonics Skills Test, Yopp-Singer, Rosner Test of Auditory Skills, Words Their Way spelling inventory, Running Records.

14:37:04 From Nan Barker : Case study and reflection

14:37:12 From Teri Clark to All panelists : To continue to share information after today's session concludes, please email Roxann Purdue at rpurdue@ctc.ca.gov

14:37:12 From Marga Madhuri : We just started using the Ekwel Shankar Reading Inventory, and like the comprehensive nature of it. We'll be using it for both early and upper elementary classes, it is inexpensive and accessible.

14:37:17 From Melanie Cox-Alegria to All panelists : DIBELS

14:37:20 From alayne sullivan : For one of our single subject courses, we embed a case study on an ELL or other student whose literacy profile is challenged.

14:37:37 From kate esposito to All panelists : I think inclusive settings will be important for fieldwork placements, especially if we want all teachers to demonstrate proficiency in working with the range of learners.

14:37:46 From Laura McKay to All panelists : Our TCs administer emergent literacy assessments as well as assessments for each of the 8 reading domains to prepare for the RICA. They also write a literacy case study .

14:37:46 From Shelley.Xu@csulb.edu to All panelists : We have rubrics for lesson reflection and case study report.

14:37:52 From Eric Engdahl : I think that music educators will need to be educated on how this applies to them (of course it does) At least in PE, our program is robust in literacy. F

14:38:03 From Kimy Liu to All panelists : I used DIBELS and easyCBM to teach candidates how to interpret assessment data. But I also found it useful to have students watch and annotate their own teaching videos (even if it is in the simulations).

14:38:04 From Sharon Merritt : Case studies are interesting, but do they always involve actual instruction of reading?

14:38:05 From Birmingham, Carrie : The case study of one student's literacy development, but it too has to be adjusted depending on the age/level of students. K typically doesn't include an IRI, for instance.

14:38:09 From Melanie Cox-Alegria to All panelists : I incorporate content from Louisa Moats' LETRS PD

14:38:14 From Charles Merritt : Our case study format at FPU is an extended project that contained a) data gathering (including running records, b) oral interviews, c) writing samples, d) analysis and comparison with course content and theory

14:38:20 From Amy Conley to All panelists : I have considered administering a state-wide survey to researchers, instructors, and schools about what coursework to replace the RICA should include. Can I meet with you separately? What is your adoption timeline?

14:38:28 From Amber Bechard : For Special Ed we use Woodcock Johnson achievement in addition to other informal data

14:38:34 From Teri Clark : To continue to share information after today's session concludes, please email Roxann Purdue at rpurdue@ctc.ca.gov

14:39:07 From Eric Engdahl : Cindy's comment about the CTs is important and a challenge.

14:39:29 From Amber Bechard : For supporting those students with dyslexia concerns, we also expose our candidates to C-Topp and Towre

14:39:43 From Shelley.Xu@csulb.edu to All panelists : Our case study report includes a part where candidates describe how they would use specific instructional strategies to address the needs of the case study student. They also include the part about monitoring learning process of the case study student.

14:40:09 From alayne sullivan : Right now our program is designed to address several (about 8) different subject areas. It will be a challenge to draw a connection between literacy and reading to such subject areas as math, science, social studies. Of course it is fundamental; helping several different adjunct professors and students to appreciate that will be a challenge.

14:40:23 From Kimy Liu to All panelists : Should this proposed assessment be complement to existing TPA, which gives a different lens of teacher candidates' teaching efficacy.

14:40:23 From Amber Bechard : Partnering with districts is essential because we often lose sight of the district accountability measures like standardized testing

14:41:06 From Teri Clark : Kimy Liu asked, should this complement the existing TPA--yes!

14:41:10 From Nancy Walker to All panelists : Many times, my master teachers identify a struggling reader and my candidate assessments indicate otherwise.

14:41:24 From Kimy Liu to All panelists : I would like to see how teacher candidates handle the pre-correction and conduct redirect or error correction for struggling readers.

14:41:33 From Mimi Miller : To complete the case study, candidates have to learn about different assessments and choose several that will be the most informative for their work with a focus student Yopp-Singer, BPST, Spelling Inventory, QRI, etc. Then they plan whole class and individual instruction that addresses motivation, phonemic awareness, phonics, sight words, vocabulary knowledge, reading comprehension, spelling, writing.

14:41:45 From Amber Bechard : Not ALL teachers have to be able to administer comprehensive assessments for reading. They ALL do need to know how to read an IEP about reading

14:42:00 From Marga Madhuri : I teach the secondary lit class, and wonder about how to make this relevant/applicable for non-core classes, like PE, arts, etc.

14:42:30 From Kimy Liu to All panelists : I think all teachers should know how to teach struggling readers in an inclusive setting.

14:42:37 From Ernest Black : For Mary Sandy: Lyn Scott asks " The CTC accreditation process has improved significantly in recent year. What is the capacity for accreditation to review the unit's preparation of teachers with regards to foundational reading?

14:42:49 From Mimi Miller to All panelists : Thank you for clarifying that not ALL the TPEs need to be assessed in this embedded assessment.

14:42:49 From Alice Hays : I teach my secondary students to consider the literacy of their content area, and that absolutely helps them have buy-in, but I do not focus on the foundational skills of reading necessarily. I am curious about that.

14:44:13 From Katherine Lewis to All panelists : Thank you, everyone. I have to duck out early for another meeting. I hope you will share any slides or saved chat via email. I appreciate being able to participate in this important discussion.

14:44:48 From Amber Bechard : I really appreciate the opportunity for input on this topic

14:45:29 From Marga Madhuri : For Alice Hays—Yes, same here with the SS candidates

14:46:27 From Marga Madhuri : Is there any data showing that since RICA was instituted, prep in reading has made a difference?

14:46:33 From Teri Clark : Remember, please email Roxann Purdue (rpurdue@ctc.ca.gov) if you have suggestions on this topic. Roxann had conflict and was not able to be in attendance at today's session. She is the consultant in PSD who works with the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential

14:46:44 From Lyn Scott to All panelists : thank you Mary and Teri!

14:47:18 From Sylvia Kane : Alice and Marga - yes, literacy instruction needs to be different for SS candidates than MS candidates. We don't want to go back to Language! where teens were taught basic phonemic awareness.

14:47:42 From Victoria Graf to All panelists : This is good topic for the Design Team for the CAL Sped TPA!

14:48:16 From Anne Weisenberg : YES :)

14:48:19 From Mimi Miller : Yes, I think so!

14:48:19 From Ernest Black : Marga Madhuri asks, "Is there any data showing that since we've started RICA, teachers of reading do better? Did it make a positive difference?"

14:48:32 From Cindy Grutzik : How much time is there in a program around the TPA? Is it possible, especially for the Elementary candidates, that some of the TPA work could also be useful as part of the Literacy assessment?

14:48:35 From Melanie Cox-Alegria : Yes!

14:48:39 From Alice Hays : We discuss the academic vocabulary language in the TPA in my literacy course when we discuss vocabulary acquisition. There is overlap there, if we get it correct time wise. :)

14:48:47 From Michelle Jones to All panelists : YES!!

14:48:51 From Melanie Cox-Alegria : Especially, TPA@

14:48:55 From Melanie Cox-Alegria : TPA2

14:49:11 From Amy Conley : Yes!

14:49:36 From Cathy Yun : • There is no evidence that the RICA is associated with more effective reading instruction. Teachers who pass the RICA do not produce higher student achievement than those who fail (Buddin & Zamarro, 2009).

14:50:52 From Nan Barker : Yes, there are many ways those assessments can overlap. University Interns would benefit from learning in multiple ways with their lessons taught.

14:53:24 From Victoria Graf to All panelists : The CDE Work Group on Dyslexia could be helpful!

14:53:29 From Michelle Jones to All panelists : I think with the focus on UDL ALL students including those with Dyslexia will have great opportunity to equal access!

14:53:29 From Nancy Walker to All panelists : We have started a Dyslexia clinic at University of La Verne.

14:53:38 From Mimi Miller : Yes, I'll help!—Mimi Miller

14:53:47 From Anne Spillane : I would be interested! Annie Spillane

14:53:50 From Nancy Walker to All panelists : I'm interested in helping the CTC-Nancy Walker, University of La Verne nwalker@laverne.edu

14:53:51 From Marga Madhuri : I'm interested in participating—Marga Madhuri

14:53:52 From alayne sullivan : Yes would be very interested in working with Teri and the CTC on this issue.

14:53:53 From Eric Engdahl : I would be interested as it relates to low incidence areas

14:53:54 From Leila to All panelists : I'll help. Leila Ricci

14:53:55 From Michelle Jones to All panelists : Yes, I'm Interested, Michelle Jones

14:53:59 From Kimy Liu to All panelists : I would be happy to help in the context of reading assessment, vocal/comprehension and e-coaching.

14:54:06 From Sylvia Kane : I'm interested. Sylvia Kane

14:54:11 From Amy Conley : I want to help. akc.wonder@gmail.com

14:54:29 From Melanie Cox-Alegria : I am interested. Melanie Cox

14:54:47 From Amber Bechard : I would be interested in working on the literacy components of teacher prep. I am both gen ed and special ed. with National Board Certification in Early Adolescent Literacy and building expertise in dyslexia

14:55:25 From Victoria Graf to All panelists : Yes, Mary!

14:55:39 From Teri Clark : Watch the weekly PSD E-News for next steps in this area

14:55:46 From Victoria Graf to All panelists : Thanks!

14:55:47 From Amy Conley : AGREED!

14:56:22 From Victoria Graf to All panelists : Please check out the CDE website for the Dyslexia Guidelines!

14:56:48 From Amy Conley : And be focused on equity for students and equity for teachers. RICA pass-rates disproportionately effect our teachers of color.

14:56:50 From Michelle Jones to All panelists : Cindy G. Yes!! You said it!

14:56:55 From Teri Clark : Dyslexia Guidelines agenda item in November 2019

14:56:55 From Betina Hsieh to All panelists : I think they are wrapping up in the other session as well so if we want to wrap and move back over, that's great 😊

14:57:21 From Victoria Graf to All panelists : Thanks, Teri, for the reminder!

14:57:54 From Mimi Miller : Thank you to the panelists and participants for an engaging and informative discussion.

14:58:24 From Amy Conley : Thank you!

14:58:25 From Alice Hays : Thank you!! :)

14:58:26 From Michelle Jones to All panelists : Thank you all!

14:58:26 From Betina Hsieh to All panelists : We'll have the presentations posted on the CCTE policy page 😊

14:58:26 From Victoria Graf to All panelists : Great conversation!

14:58:26 From Leila to All panelists : Thank you!

14:58:32 From Anne Spillane : thank you!

14:58:34 From Istowell : Thank you for asking for our input!

14:58:47 From Shelley.Xu@csulb.edu to All panelists : Thank you for a great Zoom meeting!

14:58:59 From Marga Madhuri : Glad I was able to join—if you'd met in person, I wouldn't have been able to participate

14:59:37 From Mary Vixie Sandy : https://www.ctc.ca.gov/docs/default-source/commission/agendas/2019-11/2019-11-3c.pdf?sfvrsn=7e992db1_2