

Appendix C
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Multiple Subject, Education Specialist Mild to Moderate and Extensive Support Needs

Table 3.1. Teaching Performance Expectations: Foundational Skills

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate’s knowledge of the pedagogical skills related to these concepts are assessed.

***For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B).** Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will not only look to make sure each is covered but also that the topics are covered in appropriate depth that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 Foundational Skills. Develop students’ skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Lecture WK 9: <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI:</i> focus on print concepts, alphabetic principle, orthography; see TPE 7.5/U7.5-a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being practiced.	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules): Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being accessed.

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 8: Teaching Beginning Decoding to Students with Disabilities in K-12 Classrooms: Alphabetic principle/letter-sound correspondence; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>Activity WK 9: Written language analysis- Progression of a child with dyslexia: <u>https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm</u> Group activity: focus on letter-sound correspondence, print concepts, alphabetic principle, orthography; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule, p.9, column “activities”, as evidence of the concept being practiced</p> <p>Assignment WK 15: Early Literacy Case Study-collaborative in class discussion: see TPE 7.5/U7.5 comments tagged in the syllabus in “Week 15” of the course schedule, p.13, as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activities 1, 2, 3 Wk 8: 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments 2. Video: Teaching phonics and decoding skills 3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column</p>	<p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 3 Wk 8: Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture WK 5: Strategies for assessing and teaching alphabetic principle in early decoding and multisyllabic decoding; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 5” of the course schedule (p.8), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>“Activities” as evidence of the concept being practiced. <u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Assignment WK 5: Instructional Strategy Collaboration Project: Alphabetic principle, Phonemic Awareness Entry; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 5” of the course schedule (p.9), column “Readings and Assignments” as evidence of the concept being practiced.</p>	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Assignment WK 5: Instructional Strategy Collaboration Project: Alphabetic principle, Phonemic Awareness Entry; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 5” of the course schedule (p.9), column “Readings and Assignments” as evidence of the concept being assessed.</p>
<p>b. phonological awareness, including phonemic awareness</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 4: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 7: Teaching Phonemic Awareness to Students</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 4: UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 2, 3, 4 WK 7:</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 4: UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment WK 7: Compilation of Strategies project. “Add Phonemic</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> Phonological and phonemic awareness skills and role in literacy development Evidence based instruction in phonemic awareness Considerations for English learners <p>Interpreting assessment results (phonemic awareness); see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 7" of the course schedule (p.8-9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Lecture WK 4: Reading Component #1: Phonemic Awareness; Reading Component #2: Phonics (focus on assessment, instruction, and intensive interventions); see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 4" of the course schedule (p.7), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p>	<p>2.Video: Teaching Phonemic awareness skills</p> <p>3. Phonemic awareness games</p> <p>4. Practice distinguishing between L2 development and disability's impact on phonemic awareness; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 7" of the course schedule (p.9), column "Activities" as evidence of the concept being practiced.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Activity WK 4: Based on CA Dyslexia Guidelines Ch. 11 and course content: Weeks 4-6, 8-10: Begin filling out the graphic organizer of evidence-based literacy activities and intervention strategies; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 4" of the course schedule (p.7), column "Activities" as evidence of the concept being practiced.</p>	<p>Awareness strategies" see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 7" of the course schedule (p.9), column "Readings and Assignments" and p.15 for detailed description of the assignment as evidence of the concept being assessed.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 5: Instructional Strategy Collaboration Project: Alphabetic principle, Phonemic Awareness Entry; see TPE 7.5/U7.5b comments tagged in the syllabus in "Week 5" of the course schedule (p.9), column "Readings and Assignments" as evidence of the concept being assessed.</p> <p>Assignment WK 6: Signature Project Data Based Individualization Part I; see TPE</p>

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			7.5/U7.5b comments tagged in the syllabus in "Week 6" of the course schedule (p.9), column "Readings and Assignments" and a detailed description of the assignment on pp.21-23 as evidence of the concept being assessed.
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 4: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 4" of the course schedule (p.6), column "Learning Topics/Lecture Content" as evidence of the concept being introduced. Lecture in week 4 highlights how phonology skills development predicts and impacts development of</p> <ul style="list-style-type: none"> a) phonics and letter sound recognition/correspondence. b) spelling including sound recognition, c) sound symbol correspondence d) phonology and morphology skills development and its impact on word recognition. 	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u></p> <p>Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences) see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being practiced.</p> <p>Activity WK 9: Written language analysis- Progression of a child with dyslexia: https://learningabledkids.com/learning_disability_ld/grade-by-grade-progress.htm Group activity: focus on letter-sound correspondence, orthography; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 9" of the course schedule, p.9, column</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u></p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 15", p.13, column "assignments" of the course schedule: Iris Module: Early Literacy Case Study and p.18 for the detailed description of the Early Literacy Case Study assignment as evidence of the concept being assessed. Early Literacy Case Study Assignment (assignment description and pdf of the IRIS Case Study) is linked here.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity 3 Wk 8: Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 8" of the</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 8: Evidence-based methods for phonics and beginning decoding instruction</p> <ul style="list-style-type: none"> • Considerations for English learners <p>Interpreting assessment results (phonics and beginning decoding); see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Lecture WK 4: Reading Component #1: Phonemic Awareness; Reading Component #2: Phonics (focus on</p>	<p>“activities”, as evidence of the concept being practiced</p> <p>Refer to the Graphic Organizer provided for the activity as it addresses spelling and other writing skills (link here: EDSP 4010 Week 9 Group activity template). The graphic organizer is linked here.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activities 1, 2, 3 WK 8: 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments 2. Video: Teaching phonics and decoding skills 3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p>	<p>course schedule (p.9), column “Activities” as evidence of the concept being assessed.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 5 & 6: Signature Project Data Based Individualization Part I; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 6” of the course schedule (p.9), column “Readings and Assignments” and a detailed description of the assignment on pp.21-23 as evidence of the concept being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	assessment, instruction, and intensive interventions); see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 4" of the course schedule (p.7), column "Learning Topics/Lecture Content" as evidence of the concept being introduced.	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Activity WK 4: Based on CA Dyslexia Guidelines Ch. 11 and course content: Weeks 4-6, 8-10: Begin filling out the graphic organizer of evidence-based literacy activities and intervention strategies; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 4" of the course schedule (p.7), column "Activities" as evidence of the concept being practiced.</p> <p>Activity WK 5: Practice using diagnostic tools to measure phonics skills; see TPE 7.5/U7.5c comments tagged in the syllabus in "Week 5" of the course schedule (p.8), column "Activities" as evidence of the concept being practiced.</p>	
d. decoding and encoding, including morphological awareness	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u></p> <p>Lecture WK 4: phonology, syntax, & morphology development; Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development. Lecture in week 4 highlights how phonological and morphological skills development predicts and</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u></p> <p>UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills Lesson 4 presents language skills across domains of phonology, orthography, morphology, syntax, semantics, and pragmatics, as predictors of literacy skills. Specifically, it looks at phonology and</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment WK8: Add beginning decoding strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and p.15 for detailed description of the assignment and as evidence of the concept being assessed. EDSP 4050 "Compilation of Strategies" Assignment (pp.15-16</p>

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	<p>impacts encoding and decoding. Sample lecture slides and an article to which the lecture refers are linked here.</p> <p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</p> <p>Lecture WK8: Beginning decoding and encoding and role in comprehension of text</p> <ul style="list-style-type: none"> Evidence-based methods for phonics and beginning decoding instruction Interpreting assessment results (phonics and beginning decoding); see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced. <p>Lecture WK 9: Teaching Advanced/Multisyllabic Decoding to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> Role of advanced decoding in promoting comprehension Structural/morphemic analysis Syllable types and syllable division patterns Etymology Evidence based strategies for advanced word reading 	<p>morphology as predictors of decoding and encoding (spelling). Screenshots of the lesson 4 from the UC/CSU dyslexia module are provided. The lesson also features reflection questions (also in screenshots) that elevate the assignment to “practice level”</p> <p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</p> <p>Assignment WK8: Add beginning decoding strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Assignments” as evidence of the concept being practiced.</p> <p>Activity 2 WK 9: Partner Work: Practice routines for teaching advanced decoding skills; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced</p>	<p>of the syllabus) Description, Directions, and Rubric from Canvas have been copied and linked here.</p> <p>Assignment WK 9: Add multisyllabic decoding strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Assignments” and p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>instruction</p> <ul style="list-style-type: none"> Interpreting assessment results (advanced decoding); see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 9" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced 		
<p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 10: Role of fluency and its components (accuracy, prosody) in promoting reading comprehension</p> <ul style="list-style-type: none"> Developing sight word fluency and fluency in reading connected text Selection of appropriate texts for reading/readability formulas Evidence-based instruction for developing fluency (rate, accuracy, and prosody) Considerations for English learners Interpreting assessment results (fluency); see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced 	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 1-4 WK 10:</p> <ol style="list-style-type: none"> Analyze and practice fluency assessments Partner work: pre-watch video (10':20" and on) at home, focus on strategies for accuracy, rate, and prosody: https://www.youtube.com/watch?v=gq11v7QU; in class practice teaching fluency skills focusing on accuracy, rate, and prosody(27':44") See screenshots of the video to illustrate the activities that candidates will practice here. Practice working with DIBELS Fluency case study analysis; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column 	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment WK 10: Add fluency strategies to your Compilation of Strategies project; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Assignments" and p.15 for detailed description of the assignment and as evidence of the concept being assessed. EDSP 4050 "Compilation of Strategies" Assignment (pp.15-16 of the syllabus) Description, Directions, and Rubric from Canvas have been copied and linked here</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed</p>

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	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture WK 6: Reading Component #3: Fluency</p> <ul style="list-style-type: none"> Strategies for assessing and teaching reading fluency: evidence-based fluency support in curriculum (Wilson Reading & Just Words, Six Minute Solutions, Read Naturally) Intensive, specialized interventions for teaching reading fluency to K-12 students with significant reading and writing difficulties; see TPE 7.5/U7.5e comments tagged in the syllabus in “Week 6” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced 	<p>“Activities” as evidence of the concept being practiced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Activities 2 & 3 WK 6: 2.Assessing fluency using DIBELs and CORE 3.Practicing fluency within curricula; see TPE 7.5/U7.5e comments tagged in the syllabus in “Week 6” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced</p>	<p>description of the assignment on pp. 16-19 as evidence of the concept being assessed</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Assignment WK 5 & 6: Signature Project Data Based Individualization Part I; see TPE 7.5/U7.5e comments tagged in the syllabus in “Week 6” of the course schedule (p.9), column “Readings and Assignments” and a detailed description of the assignment on pp.21-23 as evidence of the concept being assessed.</p>
f. instruction that is structured and organized as well as direct, systematic, and explicit	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment Week 9: UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 5: Classroom based supports and interventions; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Learning Topics/Lecture Content”</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 14: Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the assignment as evidence of the concept being practiced A sample lesson planning activity from week 14 (EDSP 4050 response</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 14: Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the assignment as evidence of the concept being assessed Lesson planning activity completed as a part of signature Diagnostic</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>as evidence of the concept being introduced</p> <p>In week 9, both lecture and the assignment (Lesson 5) address principles of effective instruction that include: Structured, organized, direct, explicit, and systematic. The following evidence is provided and linked here</p> <p>1. A lecture title in bold was added to the syllabus for week 9 "Principles of Effective Instruction," and a sample slide from the lecture is provided in the document titled response to 7.5/U7.5.f.l which is linked here</p> <p>2. In the same document Screenshots from UC/CSU Early Childhood and Dyslexia Module Lesson 5 are provided as evidence of content being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 2: Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 2" of the course schedule (p.5), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p>	<p>to 7.5/U7.5.f.P) is linked here to demonstrate evidence. Because lesson planning happens at least 3 times during the semester (weeks 13, 14, and as a part of final signature project) it is listed as evidence for practice. Sample lesson planning activity is linked here</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 7: Signature Project Data Based Individualization: Intervention Plan; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 7" of the course schedule (p.10-11), column "Assignments" and pp. 23 for the detailed description of the assignment as evidence of the concept being practiced</p>	<p>Reading Assessment Project is more demanding than the lesson planning activity in weeks 13 & 14 and requires planning, implementing, and filming the lesson (description of the lesson plan is on p 21-22 of the syllabus). The activity description along with 2 assessment rubrics (candidate's self-reflection and course instructor assessment) is linked here to demonstrate evidence of how 7.5./U7.5.f.A being assessed.</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 7: Signature Project Data Based Individualization: Intervention Plan; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 7" of the course schedule (p.10-11), column "Assignments" and pp. 23 for the detailed description of the assignment as evidence of the concept being assessed</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Reading WK 2: Bursuck & Damer. Ch.1: Introduction to Explicit Systematic Instruction; see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 2" of the course schedule (p.5), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Lecture WK 2: Features of effective, intensive K-12 literacy instruction (effective teaching and grouping practices); see TPE 7.5/U7.5f comments tagged in the syllabus in "Week 2" of the course schedule (p.5), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p>		

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
g. connected, decodable text	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 10: Developing sight word fluency and fluency in reading connected text; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Lecture Wk 10: Using reader and text Lexiles to inform instruction; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.12), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activities 2 & 3 WK 10:</p> <ol style="list-style-type: none"> 2. Partner work: watch video and practice teaching fluency skills 3. Practice working with DIBELS; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Activities WK 10:</p> <ol style="list-style-type: none"> 1.Determining the readability level of the text. 2.Using readability data to inform instruction. 3.Using technology (Word, etc.) built-in features to determine readability levels; ; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.12), column “Activities” as evidence of the concept being practiced 	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment WK 10: Add fluency strategies to your Compilation of Strategies project; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Assignments and Readings” and p. 16 (Strategies Compilation Project) for the detailed description of the assignment and as evidence of the concept being assessed</p> <p>The content that is assessed during week 10 is word fluency and text level fluency. The course teaches text level fluency in the context of connected decodable text. During week 10, candidates record examples of word and text level fluency strategies in their Strategy Compilation Project (p.16). They are required to discuss the type of text (connected decodable) and its level that is appropriate for the student (instructional level), they are also asked to provide examples of the materials used in the strategies. Strategies Compilation Assignment and accompanying rubric are linked (here)</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 7: Signature Project Data Based Individualization: Intervention Plan; see TPE 7.5/U7.5g comments tagged in the syllabus in “Week 7” of the course schedule (p.10-11), column “Assignments” and pp. 23 for the detailed description of the assignment as evidence of the concept being assessed</p>
<p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 10: Tying It All Together Through Fluency: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10”</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 5 WK 10: Partner Work: Fluency Training With a Decodable Text; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment Week 10:</p> <p>1. Add fluency strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Assignments and Readings” as evidence of the</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture WK 6: Fluency as a Link Between Sublexical Units and Comprehension: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax; see TPE 7.5/U7.5h comments tagged in the syllabus in "Week 6" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p>	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Activity 3 WK 6: Partner Work: Practicing fluency Within Curricula; see TPE 7.5/U7.5h comments tagged in the syllabus in "Week 6" of the course schedule (p.9), column "Activities" as evidence of the concept being practiced.</p>	<p>concept being assessed</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Assignment Week 7: Instructional Strategy Collaboration Project: Fluency Entry; see TPE 7.5/U7.5h comments tagged in the syllabus in "Week 7" of the course schedule (p.10), column "Assignments and Readings" and pp. 18-20 for the detailed description of the assignment as evidence of the concept being assessed</p>
<p>i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 9: <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI;</i> see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced Sample lecture slides from week 9 are linked here</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on connecting cognitive and language skills to development of foundational skills in phonics, letter-sound, sound-symbol correspondences and further development of reading and writing</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on connecting cognitive and language skills to development of foundational skills in phonics, letter-sound, sound-symbol correspondences and further development of reading and</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 2: Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 2” of the course schedule as evidence of the concept being introduced.</p>	<p>skills) see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being practiced.</p> <p>Explicit Assignment Description and Screenshots from lesson 6 are linked here.</p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Signature Assignment WK 9: Diagnostic Reading Assessment-Part II; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 8” of the course schedule (p.10), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u></p>	<p>writing skills) see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being assessed</p> <p>Explicit Assignment Description with Evaluation Task (table) and Screenshots are linked to the matrix</p> <p>Please note same document titled EDSP 4010_Response to 7.5_U7.5.i.P and A addresses reviewers' comments for P and A</p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part II; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Assignments” and detailed description of the assignment on</p>

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>Signature Assignment WK 5 and WK 13: Student Profiles; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 5” and “week 13” of the course schedule (p.8, p.11), column “Assignments” and detailed description of the assignment on pp. 21-22 as evidence of the concept being practiced.</p>	<p>pp. 16-19 as evidence of the concept being assessed</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</p> <p>Signature Assignment WK 5 and WK 13: Student Profiles; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 5” and “week 13” of the course schedule (p.8, p.11), column “Assignments” and detailed description of the assignment on pp. 21-22 as evidence of the concept being assessed.</p>

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

In the table template below, the TPE is presented either by sentence or by concept. Programs need not follow this precise format, in other words, they may combine and present the information for these concepts in any way they wish, but reviewers must be able to verify all aspects of the TPE language contained in the left-hand column.

***For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).**

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 12: Complexity of academic language: developing academic language proficiency and fluency through structured oral interactions; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced Lecture WK 14: Classroom strategies to support academic language development for L1 and L2 students with disabilities; Academic language targets for ELD instruction; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced Lecture WK 15: Relationship between language and literacy in monolingual and multilingual students; academic language development; Lesson planning for academic language support; Early</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity WK 12: Individual Response: Prompt 1: Based on this week’s readings and video, discuss 3-4 evidence-based strategies that teachers and parents might use to help their child to promote structured oral interaction, develop English, and especially academic English, and provide a rationale for your recommendations. Prompt 2: What difficulties besides unfamiliar vocabulary do students encounter when working with an academic text? How would you support the learners and adapt subject matter curriculum? see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12,”</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Assignment 3 WK 12: Individual Response Prompts 1 & 2; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule, column “Assignments and Readings” EDSP 4010 Assignment 3 from week 12 is linked here Signature Assignment: Language Sample: Sections Communicative Content and Proposed Support Measures (pp. 21-22); TPE 7.6/U7.6 comments tagged in the syllabus in “Week 11” of the course schedule, column “Assignments and Readings” and p. 21-22 for the detailed description of the assignment and as evidence of the concept being assessed EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>reading and oral language development; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 12: Teaching Reading Comprehension to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> • Factors contributing to reading comprehension • Building background knowledge and motivation to promote reading comprehension • Close reading and analysis of text • Analyzing narrative and informational text structures • Considerations for English learners • Evidence-based strategies for reading comprehension (including inference) • Assessment of reading comprehension; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced <p>Lectures WK 14& 15: engaging students in the comprehension and creation of diverse print, oral,</p>	<p>column “Activities” as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activities 1-6 WK 12:</p> <ol style="list-style-type: none"> 1. Reading comprehension video and critique 2. Review text complexity Resources. 3. Nonfiction graphic organizer. 4. Discuss progress on DRA project Part II. 5. SQ3R video/QAR activity. 6. Practicing creating prompts to guide reading comprehension 7. Practice distinguishing between L2 development and disability’s impact on comprehension; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12,” column “Activities” as evidence of the concept being practiced. <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p>	<p>Assignment 2 WK 12: 2. Add comprehension strategies to your Compilation of Strategies project; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 12” of the course schedule (p.11), column “Assignments and Readings” and p. 15 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Assignment WK 11: Instructional Strategy Collaboration Project: Reading Comprehension Entry; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 11,” column “Assignments and Readings” as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>digital, and multimedia texts; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 14 and 15” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture WK 9; Lecture WK 10 Learning strategies for reading comprehension of complex literary and informational texts, including building on prior knowledge, questioning, & inference strategies; reasoning skills instruction (textual evidence), perspective taking; interdisciplinary oral and written reports; see TPE 7.6/U7.6 comments tagged in the syllabus in “Weeks 9 & 10” of the course schedule as evidence of the concept being introduced</p>	<p>Assignment WK 11: Instructional Strategy Collaboration Project: Reading Comprehension Entry; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 11,” column “Assignments and Readings” as evidence of the concept being practiced.</p>	
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 13: Academic Literacy: Teaching Written Expression to Students with Disabilities in K-12 Classrooms Through Engaging in Reading, Listening and Academic Oral Discourse</p> <ul style="list-style-type: none"> • CCSS and writing • Genres of writing: analysis, reflection, research • Asking and Answering 	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities WK 13: 1.SRSD Videos and practice; 2.IRIS Module; 3.Digital Jumpstarts; 4. Writer’s Workshop video and simulation, with the focus strategies practice 5. Lesson planning; see TPE 7.6/U7.6 comments tagged in the syllabus in</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Project, Part II, Lesson Plan (p.20); see TPE 7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being assessed. Lesson planning activity as a part of the Diagnostic Reading Assessment Project is linked</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>Questions Through Writing</p> <ul style="list-style-type: none"> • Writing process • Writer’s workshop • Academic Writing: reading, listening, speaking, writing while using evidence from texts; Sample EDSP 4050 Lecture 13 Slides are linked here <p>see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</p> <p>Lecture WK 1: Writing Process in the Context of Writer’s workshop Exploring/Researching, Drafting/collecting evidence, Editing, Publishing/Presenting/Reflecting; see TPE 7.6/U7.6 comments tagged in the syllabus in “Week 1” of the course schedule as evidence of the concept being introduced</p>	<p>“Week 13,” column “Activities” as evidence of the concept being practiced. Lesson planning activity for week 13 is linked here. The lesson focus (reading, listening, speaking, writing, and examining the text/text features closely) are highlighted in green.</p> <p>Signature Assignment: Diagnostic Reading Assessment Project, Part II, Lesson Plan (p.20); see TPE 7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being practiced.</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</p> <p>Signature Assignment: Instructional Unit Plan; see TPE 7.6/U7.6 comments tagged in the syllabus pp. 18-20 as evidence of the concept being practiced.</p>	<p>here with the evidence elements in green highlights</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</p> <p>Signature Assignment: Instructional Unit Plan; see TPE 7.6/U7.6 comments tagged in the syllabus pp. 18-20 as evidence of the concept being assessed.</p>
7.7/U7.7 Language Development. Promote students’ oral and written	EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:	EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:	EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.</p>	<p>Lecture WK 3: Linguistic Development: Language's content, use and form: vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level language development as students read, listen, speak, and write; see TPE 7.7/U7.7 comments tagged in the syllabus in "Week 3" of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 11: Teaching Vocabulary and Academic Language to Students with Disabilities in K-12 Classrooms; see TPE 7.7/U7.7 comments tagged in the syllabus in "Week 11" of the course schedule as evidence of the concept being introduced</p>	<p>Activity 3 WK 10: Language sample demonstration/practice (communicative use, content (including vocabulary), form (grammatical structures)) and discourse level development as students read, listen, write and speak; Note for the reviewers: Language Sample Analysis is an analysis/comparison of a student's oral (speaking) and written language. The samples are in response to verbal prompts (based on the student's listening) and written prompts for the writing sample. see TPE 7.7/U7.7 comments tagged in the syllabus in "Week 10" of the course schedule as evidence of the concept being practiced</p> <p>Signature Assignment Language Sample Analysis (p.20-22); see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with</u></p>	<p>Signature Assignment Language Sample Analysis (p.20-22); see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being assessed Note for the reviewers: Language Sample Analysis is an analysis/comparison of 2 students oral (speaking) language. The samples are in response to verbal prompts (based on the student's listening). Assignment's directions are linked <u>here</u>. References to speaking and listening as well as questions targeting candidate's understanding of the speaking-listening interconnectedness are highlighted in green.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment 1 WK 11: 1. Add vocabulary strategies at word, sentence, and discourse level in reading and writing to your Compilation of Strategies project; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 Column "Assignments and Readings" as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p><u>Disabilities</u> Activities 2 & 3 WK 11: 2.practice teaching vocabulary strategies to students with a wide range of disabilities, including those with VI 3. Vocabulary case study analysis; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Assignment for Weeks 3-15: Weekly Lesson Plan Language Objectives (p.16) + Schedule (p.17); see TPE 7.7/U7.7 comments tagged in the syllabus on pp.15-17 as evidence of the concept being assessed</p>	<p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Assignment for Weeks 3-15: Weekly Lesson Plan Language Objectives (p.16) + Schedule (p.17); see TPE 7.7/U7.7 comments tagged in the syllabus on pp.15-17 as evidence of the concept being practiced</p>
Create environments that foster students’ oral and written language development, including discipline-specific academic language.	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 13: Developing communication rich-environment for ELs with and without disabilities; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Activity WK 13: ELL Module 5 Specially Designed Academic Instruction in English (collaboratively identify ways to create communication-rich environment); see TPE</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment 1 WK 13: Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment...; see TPE 7.7/U7.7</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Planning and Delivery of Effective K-12 ELA Instruction for Learners with Disabilities: Establishing Literacy-rich and communication rich inclusive environments; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Lecture Wk 2: Creating a Literacy and Communication Rich environment; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 2” of the course schedule as evidence of the concept being introduced</p>	<p>7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced Assignment 1 WK 13: Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment...; see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 4: 1.Evaluating effective print-rich and communication-rich classroom environments; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive</u></p>	<p>comments tagged in the syllabus for WK 13 as evidence of the concept being assessed <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, Lesson Plan (p.21), Reflection: Discuss whether you were able to create literacy-rich and communication rich environment for this lesson; see TPE 7.7/U7.7 comments tagged in the syllabus on. P.21 as evidence of the concept being assessed</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Signature Assignment: Instructional Unit Plan: Part I- Introduction (p. 19): Provide an overview of the instructional context (setting (including creating a literacy-rich and communication rich environment; see TPE 7.7/U7.7 comments tagged in the syllabus on p. 19 as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>Teaching: Mild/Moderate and Extensive Support Needs Signature Assignment: Instructional Unit Plan: Part I- Introduction (p. 19): Provide an overview of the instructional context (setting (including creating a literacy-rich and communication rich environment; see TPE 7.7/U7.7 comments tagged in the syllabus on p. 19 as evidence of the concept being practiced</p>	
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 13: Promoting Language Development Through Supporting Students in Creation of Oral Narratives; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Lecture WK 14: engaging students in the creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced Lecture WK 15: Assistive</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample; see TPE 7.7/U7.7 comments tagged in the syllabus on.p. 20 as evidence of the concept being practiced</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activities WK 5 & 6: Writing Workshop Stage 2: Drafting engaging students in the creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus for WK</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample; see TPE 7.7/U7.7 comments tagged in the syllabus on.p. 20 as evidence of the concept being assessed</p> <p>Below please find the description of Tasks for the Signature Assignment with references to digital and multimedia texts highlighted and bolded.</p> <p>Tasks: 1. Develop interview questions. Make sure that you target higher order thinking skills (CalTPA C1E; CalTPA C2D;G); 2. Select 2 focus children for the study; 3. Develop interview questions to learn more about the</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>Technology, Apps, and Resources for Literacy Development; engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p>	<p>5 & 6 as evidence of the concept being practiced</p>	<p>focus children (take a look at issues you need to reflect on in the introduction section below); interview the children’s parents/teachers (request access to copies of the child’s samples of written, word processed, digital and multimedia written and spoken work samples), the children, and transcribe the interviews; 4. Analyze the interview responses following the format presented in class; 5. Develop IEP goals based on students’ needs. 6. Provide recommendations for caretakers and school team to support language and literacy development of the focus children, discussing how a student’s language development can be enhanced by engaging the student in creating a variety of diverse oral, print, digital, and multimedia texts in English and student’s other languages. 7. Reflect on what you learned in this project.</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
			<u>Teaching: Mild/Moderate and Extensive Support Needs</u> Assignment for Weeks 3-15: Weekly Lesson Plan: Schedule (p.17); and Weekly Lesson Plan Week 5 (p.8) see TPE 7.7/U7.7 comments tagged in the syllabus on pp.8 and 15-17 as evidence of the concept being assessed
Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Class Content WK 12:</u> Leveraging students’ linguistic repertoires, including home languages and dialects, translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 5: Deliver instruction that leverages students’ existing linguistic repertoires, including translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 5” of the course schedule as evidence of the concept being introduced	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20): Discuss how you will leverage students’ existing linguistic repertoires, including translanguaging in your instruction; see TPE 7.7/U7.7 comments tagged in the syllabus on. P.20 as evidence of the concept being practiced	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20): Discuss how you will leverage students’ existing linguistic repertoires, including translanguaging in your instruction; see TPE 7.7/U7.7 comments tagged in the syllabus on. P.20 as evidence of the concept being assessed
7.8/U7.8 Effective Expression. Develop students’ effective expression as they write, discuss, present, and use	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Content WK 14:</u> Supporting students’ effective oral	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u>	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.</p>	<p>communication; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4061- Early Fieldwork in Inclusive Teaching MMSN/ESN Content Week 1 (p. 5 in the syllabus) Lecture: Writing Process in the Context of Writer’s workshop Exploring/Researching, Drafting/collecting evidence, Editing, Publishing/Presenting/Reflecting Note to Reviewers: Writer’s workshop model includes writing, discussing, presenting and using language conventions, while students engage in a range of formal/informal discussions and extended conversations- as well as writing for varied purposes, audiences, and contexts. Lecture slides are linked here (please see slides 2 and 3).</p> <p>Content Week 2 (p.6 in the syllabus) Lecture: lesson planning and unit planning; focus on interconnectedness of content areas and literacy; considering providing students with multiple means of representing and expressing their</p>	<p>Activity WK 15: Proposed Support Measures (including home supports, school supports (supporting effective communication and expression), and community resources); see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity WK 9: 1.Continue to implement Writing Workshop Stage 3: Editing: Focus on effective communication through word choices, audience awareness, etc.; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 9” of the course schedule as evidence of the concept being practiced</p> <p>Explanation: During weeks 8-11 of the course candidates work with their K-12 students in inclusive classrooms on Writer’s Workshop Stage 3: Editing. This stage is particularly</p>	<p>Signature Assignment: Language Sample: Section Proposed Support Measures (p.22); TPE 7.8/U7.8 comments tagged in the syllabus on p. 22 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity WK 9: 1.Continue to implement Writing Workshop Stage 3: Editing: Focus on effective communication through word choices, audience awareness, etc.; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 9” of the course schedule as evidence of the concept being assessed</p> <p>Response: Teacher Candidates practice the skills and are assessed in these skills weekly for at least 60 mins, Learning Center Faculty Observation and Evaluation Form linked here</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	knowledge and skills for a variety of audiences and across contexts.	active with discussions and working on effective communication For 4 weeks, they practice developing students' effective expression as their students write, discuss, present, and use language conventions. They also engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Response with slides is linked here .	
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture Week 10: Collaborative Strategic Reading: Peer to Peer Interactions/Feedback on Reading Comprehension; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Lecture WK 8: Strategies for students’ self- and peer evaluation (3 Stars and a Wish); see TPE 7.8/U7.8 comments tagged in the</p>	<p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Activity WK 10: Video and Simulation with Partner Work: Collaborative Strategic Reading (Vaughn & Solis): https://www.youtube.com/watch?v=PzqfDv7_mcc; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive</u></p>	<p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Activities WK 9 & 10: Students engage in a) conferences with teachers; b) peer feedback, c) self-assessment and evaluation; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 9 & 10” of the course schedule as evidence of the concept being assessed (during faculty observation of the activities in Wk 9 & 10) Templates for teacher and peer feedback for mini conferences and the evaluation form are linked here. (Same evidence for P and</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>syllabus in “Week 8” of the course schedule as evidence of the concept being introduced</p>	<p>Teaching: Mild/Moderate and Extensive Support Needs Activities WK 9 & 10: Students engage in a) conferences with teachers; b) peer feedback, c) self-assessment and evaluation; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 9 & 10” of the course schedule as evidence of the concept being practiced Templates for teacher and peer feedback for mini conferences are linked here</p>	<p>A, as practice and evaluation happen each time)</p>
<p>Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Lecture WK 15: Assistive Technology, Apps, and Resources for Literacy Development</p> <ul style="list-style-type: none"> Assistive technology instruction: AT as a tool planning, spelling, research to support writing and presentations <p>see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4061- Early Fieldwork in Inclusive Teaching: Mild/Moderate Support Needs Lecture WK 2: Educational and Assistive</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Activity WK 15: Demonstration and practice of assistive technology applications; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced</p> <p>EDSP 4061- Early Fieldwork in Inclusive Teaching: Mild/Moderate Support Needs Lecture WK 2: Educational and Assistive</p>	<p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity Wks 3-15: Lesson Plan Procedures and Schedule (p.17): Include descriptions of low and high assistive technology equipment used for individual, small group, or whole class instruction. This may include: low tech: individual schedules, graphic organizers, pencil grips; mid tech: spellers and electronic dictionaries, timers, audio books; high tech: computers, tablets); see TPE 7.8/U7.8 comments tagged in the syllabus on p. 17 as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>technology for writing and presentations (including Educational Technology Standards); lecture and practice; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 2” of the course schedule as evidence of the concept being introduced</p>	<p>technology for writing and presentations (including Educational Technology Standards); lecture and practice; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 2” of the course schedule as evidence of the concept being practiced</p> <p>Activity WKs 3-15: Lesson Plan; Procedures and Schedule (p.17): Include descriptions of low and high assistive technology equipment used for individual, small group, or whole class instruction. This may include: low tech: individual schedules, graphic organizers, pencil grips; mid tech: spellers and electronic dictionaries, timers, audio books; high tech: computers, tablets); see TPE 7.8/U7.8 comments tagged in the syllabus on p. 17 as evidence of the concept being practiced</p>	
<p>Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation,</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Lecture WK 13: Teaching Written Expression to Students with Disabilities in K-12 Classrooms</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Activity 5 WK 13: Analysis and practice: instructional resources for letter</p>	<p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity 4 WK 7: 4. As a part of Writing Workshop Stage 2 Drafting</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
in conjunction with applicable decoding skills.	<ul style="list-style-type: none"> letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced 	<p>formation, writing conventions; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u></p> <p>Activity 4 WK 7: 4. As a part of Writing Workshop Stage 2 Drafting conduct Mini-Lesson on: letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 7” of the course schedule as evidence of the concept being practiced</p>	<p>conduct Mini-Lesson on: letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 7” of the course schedule as evidence of the concept being assessed</p>

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>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;</p>	<p><u>EDSP 4000 Foundations of Special Education:</u> Lecture WK 5: <u>Assessment and Instructional Approaches:</u> Universal Design for Learning (UDL) – Key principles; see TPE 7.2 Comments tagged in the Syllabus in “Week 5” of the Course Schedule as evidence of the concept being introduced</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture <u>WKs 4, 7, 8, 9, 13:</u> UDL and MTSS principles of support; see TPE 7.2 comments tagged in the syllabus in “Week 4, 7, 8, 9, 13” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture <u>WK 4:</u> Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); see TPE 7.2 comments tagged in the syllabus in “Week 4” of the course</p>	<p><u>EDSP 4000 Foundations of Special Education:</u> Project Option C (<u>p.32</u>) Universal Design for Learning (UDL); see TPE 7.2 Comments tagged in the syllabus for “Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students” assignment as evidence that the concept is being practiced.</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment 1 <u>WK 13:</u> Group Write Up of EL Module 5: Collaboratively develop a lesson plan...activity examples within UDL framework, see TPE 7.2 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being practiced Signature Assignment: Language Sample: Section Proposed Support Measures (<u>p. 22</u>); see TPE 7.2 comments</p>	<p><u>EDSP 4000 Foundations of Special Education:</u> Project Option C (<u>p.32</u>) Universal Design for Learning (UDL); see TPE 7.2 Comments tagged in the syllabus for “Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students” assignment as evidence that the concept is being practiced.</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment 1 <u>WK 13:</u> Group Write Up of EL Module 5: Collaboratively develop a lesson plan...activity examples within UDL framework, see TPE 7.2 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	schedule as evidence of the concept being introduced	<p>tagged in the syllabus on. 22 as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment 1, WK 4: 1.Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced</p> <p>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced</p>	<p>Signature Assignment: Language Sample: Section Proposed Support Measures (p. 22); see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being assessed</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment 1, WK 4: 1.Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed</p> <p>Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed</p>
Plan and implement evidence-based literacy instruction (and integrated content and	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u>	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u>	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);	Lecture WK 4: Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); Assessments in MTSS; see TPE 7.2 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being introduced	Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity Wks 3-15: Lesson Plan Procedures and Schedule: UDL Considerations and Material Adaptations (p.17): see TPE 7.2 comments tagged in the syllabus on p. 17 as evidence of the concept being practiced	Disabilities Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Activity Wks 3-15: Lesson Plan Procedures and Schedule: UDL Considerations and Material Adaptations (p.17): see TPE 7.2 comments tagged in the syllabus on p. 17 as evidence of the concept being assessed weekly
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and	EDSP 4000 Foundations of Special Education Readings , Lecture WK 5: Principles of Effective Instruction: Direct Instruction; Strategic, systematic, structured literacy instruction. The syllabus’s description (p.14) of the lecture components has been	EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 5 and Lesson 6:	EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20): candidates develop activities

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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).	<p>updated to explicitly include structured literacy instruction. Response to Reviewers with a screenshot from the syllabus and a sample Lecture slide is linked here.</p> <p><i>Original content has been crossed out but left in to preserve historical context.</i></p> <p><u>CA Dyslexia Guidelines: - Ch 1 and 8; UC/CSU Collaborative Introduction to Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules);</u> see TPE 7.2 Comments tagged in the Syllabus in “Week 5” as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 4 WK 3: Introduction of CA Dyslexia Guidelines: overview of the structure of the resource (with the focus on Ch. 9,11, 12 and Appendices A and B); see TPE 7.2 Comments tagged in the Syllabus in “Week 3 ” as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Activity Week 2: Candidates compile a list of characteristics of learners who struggle with literacy based on CA Dyslexia Guidelines Ch.</p>	<p>Classroom Instruction; see TPA 7.2 comments as evidence of the concept being practiced</p> <p><i>Original content has been crossed out but left in to preserve historical context.</i></p> <p><u>EDSP 4050– Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity Week 3: Candidates compile evidence-based strategies that are shown to be effective when working with students with dyslexia: (CA Dyslexia Guidelines Ch. 11) see TPE 7.2 comments in the course schedule as evidence of the concept being practiced.</p> <p>Activity Week 4: Examination and practice of evidence-based strategies for providing effective literacy instruction to students with dyslexia (CA Dyslexia guidelines Ch. 11); see TPE 7.2 comments in the course schedule as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity WK 14: Lesson plan; see TPE 7.2. comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the</p>	<p>and cite sources for the intervention plan. One of the required sources is CA Dyslexia Guidelines (Ch.11 and other applicable chapters); see TPA 7.2 comments as evidence of the concept being assessed</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u></p> <p>Signature Project: Data-Based Individualization Case Study: Part 4 (p.23)</p> <p>Candidates provide examples that their instruction is structured, direct, explicit, systematic, and evidence-based. They cite sources, including CA Dyslexia Guidelines; see TPA 7.2 comments as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>4 & 7; see TPE 7.2 Comments tagged in the Syllabus in “Week 2 ” as evidence of the concept being introduced</p>	<p>assignment as evidence of the concept being practiced A sample lesson planning activity from week 14 (EDSP 4050 response to table 5.1. Item 7.2.) is linked here to demonstrate evidence. Because lesson planning happens at least 3 times during the semester (weeks 13, 14, and as a part of final signature project) it is listed as evidence for practice. Sample lesson planning activity is linked here</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Activity Weeks 4-6 and 8-10: Instructional Strategies Collaboration Project: Identifying and Implementing Evidence-Based Strategies for Students with Significant Literacy Needs Candidates fill out a graphic organizer listing the intensive strategies for tier 2 and tier 3 literacy instruction; see TPE 7.2 comments as evidence that the concept is being practiced</p>	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>TPE 7.10 Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Assessments in MTSS: Universal screening, progress monitoring; see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 4” as evidence of the concept being introduced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Lecture WK 3: Progress monitoring using the DORA, CORE; Lecture WK 11: Creating and progress monitoring IEP goals that are standards-aligned. see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 3 and Week 11” as evidence of the concept being introduced</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part II, B and C Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21): candidates describe an evidence-based plan of reading intervention and progress; see comments tagged in the Syllabus on p.20 and p. 21 as evidence of the concept being practiced</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Signature Project: Data-Based Individualization Case Study: Part 4 and 5 (p.23): Intervention Plan and Progress Monitoring Report and Analysis; see comments tagged in the Syllabus on p.23 as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs</u> Signature Assignment, Student Profiles (p.22); see TPE 7.10</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part II, B and C. Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21): candidates describe an evidence-based plan of reading intervention and progress; Comments tagged in the Syllabus on p.20 and 21 as evidence of the concept being assessed</p> <p><u>EDSP 4257 –Advanced Study of Intensive Literacy Instruction: Mild to Moderate Support Needs</u> Signature Project: Data-Based Individualization Case Study: Part 4 and 5 (p.23): Intervention Plan and Progress Monitoring Report and Analysis; see comments tagged in the Syllabus on p.23 as evidence of the concept being assessed <u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u></p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		comments tagged in the syllabus p. 22 for a detailed description of the assignment as evidence of the concept being practiced.	Signature Assignment , Student Profiles (p.22); see TPE 7.10 comments tagged in the syllabus p. 22 for a detailed description of the assignment as evidence of the concept being assessed.
Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 1: Language assessment (including screening) see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 1" as evidence of the concept being introduced</p> <p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Lecture WK 6: Assessments and Accommodations in K-12 ELA for Students with Disabilities CA Dyslexia Guidelines: Assessment and Screening (Ch. 9, Appendix A); see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 6" as evidence of the concept being introduced</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Assignment WK 6: Complete UC/CSU Collaborative Dyslexia Module on Assessment: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 6 for a detailed description of the assignment as evidence of the concept being practiced</p> <p>EDSP 4061/4062- Early Fieldwork in Inclusive Teaching: Mild/Moderate and Extensive Support Needs Signature Assignment, Student Profiles (p.22); see TPE 7.10 comments tagged in the syllabus p. 22 for a detailed description of the assignment as evidence of the concept being practiced</p>	<p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Signature Assignment, Student Profiles (p.22); see TPE 7.10 comments tagged in the syllabus p. 22 for a detailed description of the assignment as evidence of the concept being assessed.</p>
Understand how to appropriately assess and interpret results for English learner students.	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 10: Focus on ELLs: Identification and classification of ELLs; Assessment and language</p>	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity WK 10: ELL Module 3: group discussion; see TPE 7.10</p>	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment:</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>intervention for EL and non EL learners; see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 10” as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 1 WK 6: 1. Discuss key ideas from Abedi’s article regarding ELs. Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility; see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 6” as evidence of the concept being introduced</p>	<p>comments tagged in the syllabus in the course schedule for WK 10 for a detailed description of the assignment as evidence of the concept being practiced</p> <p>Activity 1 WK 11: Analysis of student work samples and ELD standards; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 10 for a detailed description of the assignment as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Signature Assignment: <u>Diagnostic Reading Assessment, Part A</u>; see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being practiced</p>	<p>Language Sample: Sections Communicative Content (<u>pp. 21</u>); see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being assessed</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Signature Assignment: <u>Diagnostic Reading Assessment, Part A</u>; see TPE 7.10 comments tagged in the syllabus on pp. 17-20 for a detailed description of the assignment as evidence of the concept being assessed</p>
<p>If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in</p>	<p><u>EDSP 4000 Foundations of Special Education</u> – Assignment <u>Project A</u>: “Observation and Interview Summary”; see TPE 7.10 Comments tagged in the Syllabus on pp. 27-28 for a detailed assignment description; as evidence of the concept being introduced</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u></p>	<p><u>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u>:</p> <p>Signature Assignment: Language Sample: Introduction (<u>p.21</u>) & Proposed Support Measures (<u>p.22</u>); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &22 as evidence of the concept being practiced</p>	<p><u>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u>:</p> <p>Signature Assignment: Language Sample: : Introduction (<u>p.21</u>) & Proposed Support Measures (<u>p.22</u>); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &22 as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
inclusive settings; and initiate referrals for students who need more intensive support.	Activity Wk 13 IEP/ITP Overview ; see TPE 7.10 Comments tagged in the Syllabus schedule WK 13 as evidence of the concept being introduced	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Signature Assignment: Diagnostic Reading Assessment Part I; Assignment Wk 6 (p.8: Interview Family); see TPE 7.10 Comments tagged in the Syllabus course schedule WK 6 as evidence of the concept being practiced</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Activities 2-5 Wk 13: IEP/ITP Role Play; see TPE 7.10 Comments tagged in the Syllabus course schedule WK 6 as evidence of the concept being practiced Activity 1 Wk 14: Teacher-Parent Meeting;); see TPE 7.10 Comments tagged in the Syllabus course schedule WK 14 as evidence of the concept being practiced</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Signature Assignment: Diagnostic Reading Assessment Part IA; Background Information; see TPE 7.10 Comments tagged in the Syllabus p. 18 as evidence of the concept being assessed</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Assignment Wks 3-15: Weekly Lesson Plans (Collaborators and Their Roles); see TPE 7.10 comments tagged (p.16) for detailed description of the assignment, as evidence of the concept being assessed</p>

All Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following additional tables as appropriate to the credential offered.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>MM/EX 7.1 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</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Activity Week 13, Iris Module on RTI, see MM/EX 7.1 comments as evidence that the concept is being introduced.</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Lecture WK 13: Multi-tiered systems of support for literacy skills and behavior; see MM/EX 7.1 comments as evidence that the concept is being introduced.</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Assignment: Signature Assignment Diagnostic Reading Assessment (pp.17-22); see TPE MM/EX 7.1 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being practiced</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Activity Wks 3-15: Lesson Plan Procedures and Schedule: UDL Considerations and Material Adaptations (p.17); see TPE MM/EX 7.1 comments tagged in the syllabus on p. 17 as evidence of the concept being practiced Signature Assignment: Student Profiles (pp.22-23) see TPE MM/EX 7.1 comments tagged in the syllabus on p. 22-23 as</p>	<p>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Signature Assignment Diagnostic Reading Assessment (pp.17-22); see TPE MM/EX 7.1 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being assessed</p> <p>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs Activity Wks 3-15: Lesson Plan Procedures and Schedule: UDL Considerations and Material Adaptations (p.17); see TPE MM/EX 7.1 comments tagged in the syllabus on p. 17 as evidence of the concept being assessed</p> <p>Signature Assignment: Student Profiles (pp.22-23) see TPE MM/EX 7.1 comments tagged in the syllabus on p. 22-23 as evidence of the concept being assessed</p>

		evidence of the concept being practiced	
<p>MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 4: CA Dyslexia Guidelines Ch. 11: compile the list of effective strategies; compile the list of accommodations; see MM/EX 7.2 comments as evidence that the concept is being introduced.</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Lecture WK 1: Curricular Adaptations for Students with Dyslexia, ASD, PHI/OHI, TBI; see MM/EX TPE 7.2 comments as evidence that the concept is being introduced.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment: Signature Assignment Diagnostic Reading Assessment (pp.17-22): see TPE MM/EX 7.2 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Activity WK 1: Developing curricular adaptations for Students with Dyslexia ASD, PHI/OHI, TBI (working with case studies and profiles of candidates' students if applicable); see MM/EX TPE 7.2 comments as evidence that the concept is being practiced</p> <p>Activity Wks 3-15: Lesson Plan Procedures and Schedule: Accommodations (p.18): see TPE MM/EX 7.2 comments tagged in the syllabus on p. 18 as evidence of the concept being practiced Signature Assignment:</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment <u>Diagnostic Reading Assessment</u> (pp.17-22): see TPE MM/EX 7.2 comments tagged in the Syllabus (pp.17-22) as evidence of the concept being assessed</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Activity Wks 3-15: Lesson Plan Procedures and Schedule: Accommodations (p.18): see TPE MM/EX 7.2 comments tagged in the syllabus on p. 18 as evidence of the concept being assessed</p> <p>Signature Assignment: Student Profiles (pp.22-23) see TPE MM/EX 7.2 comments tagged in the syllabus on p. 22-23 as evidence of the concept being assessed</p>

		<p>Student Profiles (pp.22-23) see TPE MM/EX 7.2 comments tagged in the syllabus on p. 22-23 as evidence of the concept being practiced</p>	
<p>MM/EX 7.3 Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities in <u>WK 13</u> and <u>14</u>: Lesson Planning; see MM/EX TPE 7.3 comments as evidence that the concept is being introduced.</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Lecture <u>WK 2</u>: Lesson Planning; see MM/EX TPE 7.3 comments as evidence that the concept is being introduced.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. <u>Individualized Reading Intervention Plan/Lesson plan</u> (p.21): see TPE MM/EX 7.3 comments tagged in the syllabus on p. 21 as evidence of the concept being practiced</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Activity <u>WKs 3-15</u>: Lesson Plan see TPE MM/EX 7.3 comments tagged in the syllabus on pp.15- 18 as evidence of the concept being practiced</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. <u>Individualized Reading Intervention Plan/Lesson plan</u> (p.21): see TPE MM/EX 7.3 comments tagged in the syllabus on p. 21 as evidence of the concept being assessed</p> <p><u>EDSP 4061/4062-Early Fieldwork in Inclusive Teaching: Mild/Moderate & Extensive Support Needs</u> Activity <u>WKs 3-15</u>: Lesson Plan see TPE MM/EX 7.3 comments tagged in the syllabus on pp.15- 18 as evidence of the concept being assessed</p>