

Appendix D
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Education Specialist: Early Childhood Special Education

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.

TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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<p>Develop children’s foundational skills according to the standards and expectations specified for children’s age and grade incorporating the accommodations and modifications needed to address children’s identified disabilities.</p>	<p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> Lecture WK 4: Infant and Toddler Foundations, California Preschool Learning Foundations, Kindergarten Common Core Standards; Supporting foundational of literacy in early intervention; see TPE 7.5 comments tagged in the syllabus in “Week 4” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> Lecture WK 1 and 3: Inclusive Practices for Young Children with Disabilities, California Preschool Learning Foundations; Adaptations for children with specific disabilities, Introduction to SMART goals; see TPE 7.5 comments tagged in the syllabus in “Week 1 and 3” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 4 Activity 1 and 2 : California Infant and Toddler Learning and Development Foundation- Language Development; see TPE 7.5 comments tagged in the syllabus in “Week 4” Activity as evidence of the concept being practiced.</p> <p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> Signature Assignment: Infant and Toddler Response; see TPE 7.5 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.5 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities</u></p>	<p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.5 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p><u>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate;</u> see comments tagged in the syllabus in “Assignment” of the course</p>
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TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>schedule, as evidence of the concept being assessed.</p>

TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>Create literacy environments that are print rich and that foster interest in print;</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Lecture WK 5: Literacy Rich Environment; see TPE 7.5 comments tagged in the syllabus in “Week 5” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 5: Emergent Literacy, Planning for literacy environment, Strategies in promoting early literacy; see TPE 7.5 comments tagged in the syllabus in “Week 5” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 5 Activity 1, 2, and 3: Selecting Developmentally Appropriate Books, Setting up Literacy-Rich Environment, and Evaluating a Literacy Rich Environment; see TPE 7.5 comments tagged in the syllabus in “Week 5” Activity as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Observation of Literacy Rich Environment; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>Engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Lecture: Early literacy: The continuum from phonological awareness to phonics and word recognition; see TPE 7.5 comments tagged in the syllabus in “Week 7” Content/Topics as evidence of the concept being introduced.</p> <p>WK 8 Lecture: Early literacy: Alphabet Awareness and Print Awareness; see TPE 7.5 comments tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Activity 1, 2, and 3: Embedding phonological awareness in classroom activities; Poem and teaching strategies, and small group early literacy vocabulary game; see TPE 7.5 comments tagged in the syllabus in “Week 7” Activity as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
<p>Develop children’s skills in transitional kindergarten and kindergarten in the following:</p>			

<p>a. print concepts, including letters of the alphabet</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 9: <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI: focus on print concepts, alphabetic principle, orthography; see TPE 7.5a 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</i></p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5a comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Lecture: Early literacy: Alphabet Awareness and Print Awareness; see TPE 7.5 comments tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being introduced.</p>	<p>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 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5a 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, print concepts, alphabetic principle, orthography; see TPE 7.5a 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 7.5a comments tagged in the syllabus in “Week 15” of the course schedule, p.13, as evidence of the concept being practiced</p>	<p>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 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being accessed.</p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5a 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans; Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p>
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		<p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 8 Activity: Teaching vocabulary: explicit and incidental; see TPE 7.5a comment tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being introduced.</p> <p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> WK 5 Activity: Based on CA Dyslexia Guidelines Ch. 11; https://education.uconn.edu/2021/10/20/best-practices-in-early-childhood-literacy/; and https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development and course readings candidates fill out a graphic organizer of evidence-based practices at whole class, small group, and individual levels for the following domains expressive and receptive vocabulary; oral listening skills, print awareness; phonological awareness; alphabetic principle; see TPE 7.5 comments tagged in the syllabus in “Week 5” Activity as evidence of the concept being practiced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: <u>Weekly Lesson Plans and Observations</u>; see comments tagged in the syllabus in “Assignment” of the course</p>	<p><u>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: <u>Weekly Lesson Plans and Observations</u></u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p><u>EDSP 4075/4085- Preschool Fieldwork Assignment: <u>Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u></u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	

<p>b. phonological awareness, including phonemic awareness</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 4: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5b 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Lecture: Early literacy: The continuum from phonological awareness to phonics and word recognition; see TPE 7.5 comments tagged in the syllabus in “Week 7” Content/Topics as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 7: Strategies in promoting early literacy (Reading/ Phonological Awareness); see TPE 7.5 comments tagged in the syllabus in “Week 7” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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 7.5b 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Activity 1, 2, and 3: Embedding phonological awareness in classroom activities; Poem and teaching strategies, and small group early literacy vocabulary game; see TPE 7.5 comments tagged in the syllabus in “Week 7” Activity as evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar WK 5 Activity: Based on CA Dyslexia Guidelines Ch. 11; https://education.uconn.edu/2021/10/20/best-practices-in-early-childhood-literacy/; and https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video</p>
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TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>and course readings candidates fill out a graphic organizer of evidence-based practices at whole class, small group, and individual levels for the following domains expressive and receptive vocabulary; oral listening skills, print awareness; phonological awareness; alphabetic principle; see TPE 7.5 comments tagged in the syllabus in “Week 5” Activity as evidence of the concept being practiced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: <u>Weekly Lesson Plans and Observations</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4075/4095- Preschool Fieldwork</u> Assignment: <u>Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p><u>Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 4: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5c 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.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Lecture: Early literacy: The continuum from phonological awareness to phonics and word recognition; see TPE 7.5c comments tagged in the syllabus in “Week 7” Content/Topics as evidence of the concept being introduced.</p>	<p>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 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences) see TPE 7.5c 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 7.5c 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Activity 1, 2, and 3: Embedding phonological awareness in classroom activities; Poem and teaching strategies, and small group early literacy vocabulary game; see TPE 7.5 comments tagged in the</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Assignment WK 15: Early Literacy Case Study: see TPE 7.5c 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments</p>
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TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>syllabus in “Week 7” Activity as evidence of the concept being practiced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: <u>Weekly Lesson Plans and Observations</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>

<p>d. decoding and encoding</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 4: phonology, syntax, & morphology development; Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Lecture: Early Literacy: Alphabet Awareness and Print Awareness, Vocabulary Development Decoding and encoding; see TPE 7.5d comment tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Activity: Teaching vocabulary: explicit and incidental; see TPE 7.5d comment tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being introduced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Assignment WK 10: Peer Review Activity: Early Literacy Small Group Activity. See TPE 7.5 comment tagged in week 10 of syllabus in as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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<p>e. morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 4: phonology, syntax, & morphology development; Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Lecture: Early literacy: The continuum from phonological awareness to phonics and word recognition; see TPE 7.5e comments tagged in the syllabus in “Week 7” Content/Topics as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 7 Activity 1, 2, and 3: Embedding phonological awareness in classroom activities; Poem and teaching strategies, and small group early literacy vocabulary game; see TPE 7.5e comments tagged in the syllabus in “Week 7” Activity as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.5 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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TPE 7.5 Foundational Skills.	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		"Assignment" of the course schedule, as evidence of the concept being practiced.	

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 can be seen explicitly (see Appendix B).**

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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<p>7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children’s backgrounds including their cultures, languages, genders, and abilities.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</p> <p>Lecture WK 12: Complexity of academic language: developing academic language proficiency and fluency through structured oral interactions; see TPE 7.6 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced</p> <p>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 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p>Lecture WK 15: Relationship between language and literacy in monolingual and multilingual students; academic language development; Lesson planning for academic language support; Early reading and oral language development; see TPE 7.6 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</p> <p>Activity WK 12: Individual Response:</p> <p>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.</p> <p>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 comments tagged in the syllabus in “Week 12,” column “Activities” as evidence of the concept being practiced.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</p> <p>WK 6 ACTIVITY: Embedding literacy in the five content areas (science, mathematics, history and social sciences, arts, and physical education and health); see TPE 7.6 comments tagged in the syllabus in “Week 6”</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</p> <p>Assignment 3 WK 12:</p> <p>Individual Response Prompts 1 & 2; see TPE 7.6 comments tagged in the syllabus in “Week 12” of the course schedule, column “Assignments and Readings” and p. 15 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p>Activity WK 12: Individual Response:</p> <p>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.</p> <p>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 comments tagged in the syllabus in “Week 12,” column</p>
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	<p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 6 Lecture: Reading storybooks to young children using fiction and nonfiction storybook reading for a variety of purposes; see TPE 7.6 comments tagged in the syllabus in “Week 6” Content/Topics as evidence of the concept being introduced.</p> <p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> Lecture WK 5: Emergent Literacy, Planning for literacy environment, Strategies in promoting early literacy; see TPE 7.5 comments tagged in the syllabus in “Week 6” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>Content/Topics as evidence of the concept being introduced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations;</u> see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4025/4026- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate;</u> see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>“Activities” as evidence of the concept being practiced.</p> <p>Signature Assignment: Language Sample: Sections Communicative Content and Proposed Support Measures (pp. 21-22); TPE 7.6 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</p> <p><u>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> Signature Assignments: <u>Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation;</u> See TPE 7.6 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations;</u> see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			<p>EDSP 4025/4030 - Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 and 10 Lecture: Using models of shared reading to develop children’s language and literacy skills; Using storybook reading and emergent literacy within content areas. See TPE 7.6 comments tagged in the syllabus in “Week 9 and 10” Content/Topics as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 5: Emergent Literacy, Planning for literacy environment, Strategies in promoting early literacy; see TPE 7.5 comments tagged in the syllabus in “Week 6” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 and 10 Activities: How were PEER, CROWD, and CAR Strategies used; Embedding Literacy Within Content Areas; see TPE 7.6 comments tagged in the syllabus in “Week 9 and 10” Content/Topics as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4033- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignment: Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.6 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4033- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 Lecture: Using models of shared reading to develop children’s language and literacy skills. See TPE 7.6 comments tagged in the syllabus in “Week 9” Content/Topics as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 5: Emergent Literacy, Planning for literacy environment, Strategies in promoting early literacy; see TPE 7.5 comments tagged in the syllabus in “Week 6” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 Activities: How were PEER, CROWD, and CAR Strategies used; see TPE 7.6 comments tagged in the syllabus in “Week 9” Content/Topics as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignment: Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.6 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 and 10 Lecture: Using models of shared reading to develop children’s language and literacy skills; Using storybook reading and emergent literacy within content areas. See TPE 7.6 comments tagged in the syllabus in “Week 9 and 10” Content/Topics as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 9 and 10 Activities: How were PEER, CROWD, and CAR Strategies used; Embedding Literacy Within Content Areas; see TPE 7.6 comments tagged in the syllabus in “Week 9 and 10” Content/Topics as evidence of the concept being practiced.</p> <p>EDSP 4075/4034- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignment: Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.6 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4034- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>7.7 Language Development. Promote children’s language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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 comments tagged in the syllabus in “Week 3” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 2 Lecture and Discussion: What should children learn during the first five years of life?; The 30 million word gap; see TPE 7.7 comments tagged in the syllabus in “Week 2” Lecture as evidence of the concept being introduced.</p> <p>WK 5 Lecture: Literacy Rich Environment; Research in Early Literacy for English Learners; see TPE 7.7 comments tagged in the syllabus in “Week 5” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity 3 WK 10: Language sample demonstration/practice (communicative use, content (including vocabulary), form (grammatical structures)); see TPE 7.7 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being practiced.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 5 Discussion and Activities: Setting up a literacy rich environment; how does students’ home language help them participate or hinder their participation? see TPE 7.7 comments tagged in the syllabus in “Week 5” as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment Language Sample Analysis; see TPE 7.7 comments tagged in the syllabus as evidence of the concept being assessed.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.7 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EOSEP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EOSEP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Promote children’s language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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 comments tagged in the syllabus in “Week 3” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 and 9 Lecture: Early Literacy: Alphabet Awareness and Print Awareness, Vocabulary Development Decoding and encoding; see TPE 7.7 comment tagged in the syllabus in “Week 8 and 9” Content/Topics as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity 3 WK 10: Language sample demonstration/practice (communicative use, content (including vocabulary), form (grammatical structures)); see TPE 7.7 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being practiced.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Activity: Teaching Vocabulary: explicit and incidental; see TPE 7.7 comment tagged in the syllabus in “Week 8” Content/Topics as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment Language Sample Analysis; see TPE 7.7 comments tagged in the syllabus as evidence of the concept being assessed.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.7 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Create environments that foster children’s language development, including discipline-specific academic language.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 13: Developing communication rich-environment for ELs with and without disabilities; see TPE 7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Lecture: Oral language and vocabulary; Early literacy: Alphabet Awareness, Print Awareness, and Vocabulary Development; see TPE 7.7 comments tagged in the syllabus in “Week 8” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity WK 13: ELL Module 5 <i>Specially Designed Academic Instruction in English</i> (collaboratively identify ways to create communication-rich environment); see TPE 7.7 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 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 8 Activities: Oral language and vocabulary; Early literacy: Alphabet Awareness, Print Awareness, and Vocabulary Development; see TPE 7.7 comments tagged in the syllabus in “Week 8” Lecture as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: 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 comments tagged in the syllabus for WK 13 as evidence of the concept being assessed</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.7 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4025/4035- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4025/4035- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts.</p>	<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 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced.</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11, 12, and 13 Lecture: Problems and obstacles that children with specific disabilities (autism, intellectual disabilities, etc) may experience in learning to read and write; Assistive Technology, Apps, and Resources for Literacy Development; see TPE 7.7 comments tagged in the syllabus in “Week 11, 12 and 13” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample; see TPE 7.7 comments tagged in the syllabus as evidence of the concept being practiced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11, 12, 13 Activities: How does students’ home language help them participate or hinder their participation?; Creating a storybox; Examples of book and literacy adaptations; Demonstration and practice of assistive technology applications; see TPE 7.7 comments tagged in the syllabus in “Week 11, 12, and 13” as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample; see TPE 7.7 comments tagged in the syllabus as evidence of the concept being assessed</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.7 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Class Content WK 12: Leveraging students’ linguistic repertoires, including home languages and dialects, translanguaging; see TPE 7.7 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Involving family in children’s literacy; home literacy environment; Supporting families in providing early literacy experience; see TPE 7.7 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 8: Discussion of dual language learners; CA Dyslexia Guidelines Chapter 7 (EIs with dyslexia) tagged in the syllabus in “Week 8” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; See TPE 7.7 comment tagged in syllabus in Assignments as evidence of the concept being practices.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Self-Assessment: Storybook Reading; See TPE 7.7 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*

<p>7.8 Effective Expression. Develop children’s effective expression as they discuss, present, write, and use beginning language conventions.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Content WK 14: Supporting students’ effective oral communication; see TPE 7.8 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Early writing-Development from birth through kindergarten; see TPE 7.8 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 10: Early Childhood Assistive Technology for language literacy and communication support for preschool, TK and Kindergarten Children with Disabilities, tagged in the syllabus in “Week 10” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Activity WK 15: Proposed Support Measures (including home supports, school supports (supporting effective communication and expression), and community resources); see TPE 7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: <u>Self-Assessment:</u> Storybook Reading; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being practices.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course</p>	<p>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: <u>Language Sample:</u> Section Proposed Support Measures (p.22); TPE 7.8 comments tagged in the syllabus on pg. 22 for the detailed description of the assignment and as evidence of the concept being assessed</p> <p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: <u>Self-Assessment:</u> Storybook Reading; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 5 Lecture: Literacy Rich Environment. see TPE 7.8 comments tagged in the syllabus in “Week 5” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading: Self-Assessment and Peer Review. See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading: Self-Assessment and Peer Review. See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085- Early Intervention Fieldwork Signature Assignment: Video Critique and Storybook Lesson Plan; see tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			course schedule, as evidence of the concept being assessed.
Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Early writing-Development from birth through kindergarten; see TPE 7.8 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4099- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4099- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Early writing-Development from birth through kindergarten; see TPE 7.8 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans, Observations, Collaboration with K/1 Teacher; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Signature Assignments: Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans, Observations, and Collaboration with K/1 Teacher; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Develop children’s use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children’s fluency in handwriting or use of graphic symbols.	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Early writing-Development from birth through kindergarten; see TPE 7.8 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Assignment: Children’s Writing and Analysis Assignment; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities Assignment: Children’s Writing and Analysis Assignment; See TPE 7.8 comment tagged in syllabus in Assignments as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4093- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” 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 can be seen explicitly (see Appendix B).**

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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<p>TPE 7.2 Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning;</p>	<p>EDSP 4000 <u>Foundations of Special Education:</u> Lecture WK 5: Assessment and Instructional Approaches: 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>EDSP 4010- <u>Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture Wks 4, 7, 8, 9, 13: 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>EDSP 4180- <u>Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 10 Lecture: Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.2 comments tagged in the syllabus in “Week 10” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4000 <u>Foundations of Special Education:</u> Project Option C (p.32) 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>EDSP 4010- <u>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...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</p> <p>Signature Assignment: Language Sample: Section Proposed Support Measures; see TPE 7.2 comments tagged in the syllabus as evidence of the concept being practiced.</p> <p>EDSP 4180- <u>Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u></p>	<p>EDSP 4000 <u>Foundations of Special Education:</u> Project Option C (p.32) 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>EDSP 4010- <u>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...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> <p>Signature Assignment: Language Sample: Section Proposed Support Measures; see TPE 7.2 comments tagged in the syllabus as evidence of the concept being assessed</p> <p>EDSP 4180- <u>Evidence-Based Practices in Early Literacy for</u></p>
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		<p>WK 10 Activities: Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxgf/; Activity with UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/; Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition; see TPE 7.10 comments tagged in the syllabus in “Week 10” as evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course</p>	<p>Young Children with Disabilities Signature Assignments: Self-Assessment; Storybook Reading; Storybook Lesson Plans, Adaptations and Presentation; See TPE 7.2 comment tagged in syllabus in Assignments (pg. 16, 17) as evidence of the concept being assessed.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095 - Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>Communicate; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in 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);</p> <p>(UNMET: A)</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</p> <p>WK 7 Lecture: Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.2 comments tagged in the syllabus in “Week 7” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities</p> <p>Assignment: Early Literacy Small Group Instruction; See TPE 7.2 comment tagged in syllabus in Assignments as evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature</p> <p>Assignment: Student Profile and Progress Monitoring; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate;</p>	<p>EDSP 4142- Early Childhood Special Education Intervention Seminar</p> <p>Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>NOTES TO REVIEWER: EDSP4142 is an early fieldwork course where candidates will be working in preschool classrooms for 15 weeks. The signature assignment in EDSP4142 (Student Profile and Progress Monitoring) specifically asks for candidates to provide a summary statement recapping the strengths, needs, modifications, accommodations and other specific strategies needed by each student in the areas of behavior and emergent/early literacy skills. They are also to discuss implemented evidence-based strategies within the framework of structured literacy and evaluate how the focus student progressed in whole class, small group, and 1:1 settings, which are grounded</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>in an understanding of MTSS.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p><u>EDSP 4075/4085- Preschool Fieldwork Assignment: Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of the <i>California Dyslexia Guidelines</i>, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p>	<p>EDSP 4000 Foundations of Special Education Readings, Assignments WK 5: <i>CA Dyslexia Guidelines: - Ch 1 and 8;</i> UC/CSU Collaborative Introduction to Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules); see TPE 7.2 Comments tagged in the Syllabus in “Week 5” as evidence of the concept being introduced</p> <p>EDSP 4188- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 10 Lecture: Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.2 comments tagged in the syllabus in “Week 10” Lecture as evidence of the concept being introduced.</p>	<p>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: Classroom Instruction; see TPE 7.2 comments as evidence of the concept being practiced</p> <p>EDSP 4188- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 10 Activities: Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxgf/; Activity with UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/; Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition; see TPE 7.10 comments tagged in the syllabus in “Week 10” as evidence of the concept being practiced.</p>	<p>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: Classroom Instruction; see TPE 7.2 comments as evidence of the concept being assessed.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4141- Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p><u>EDSP 4142- Early Childhood Special Education Intervention Seminar</u> Signature Assignment: <u>Student Profile and Progress Monitoring</u>; see TPE 7.2 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4141- Early Childhood Special Education Intervention Lab</u> Assignment: <u>Weekly Lesson Plans and Observations</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p><u>EDSP 4075/4095- Preschool Fieldwork</u> Assignment: <u>Lesson Plan for Observations and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p><u>and Video Critique/ Providing Opportunities for Children to Participate and Communicate</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

<p>TPE 7.10 Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11 Lecture: Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.2 comments tagged in the syllabus in “Week 11” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 10 Activities: Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxgf/; Activity with UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/; Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition; see TPE 7.10 comments tagged in the syllabus in “Week 10” as evidence of the concept being practiced.</p> <p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4065/4085 - Early Intervention Fieldwork Signature Assignment: Case Study; see TPE 7.10 comments</p>	<p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4065/4085 - Early Intervention Fieldwork Signature Assignment: Case Study; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4085 - Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095 - Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	

<p>Understand how to use screening and diagnostic assessments to determine children’s literacy profiles; identify potential reading and writing difficulties, including children’s risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities.</p>	<p>EDSP 4010 <u>Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> 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 4180- <u>Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 10 Lecture: Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.2 comments tagged in the syllabus in “Week 10” Lecture as evidence of the concept being introduced.</p>	<p>EDSP 4180- <u>Evidence-Based Practices in Early Literacy for Young Children with Disabilities</u> WK 10 Activities: Universal Screening: The Pediatric Early Analysis of Risk for Literacy Problems (PEARL-D): https://osf.io/hdxgf/; Activity with UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/; Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition; see TPE 7.10 comments tagged in the syllabus in “Week 10” as evidence of the concept being practiced.</p> <p>EDSP 4142- <u>Early Childhood Special Education Intervention Seminar</u> Signature Assignment: <u>Student Profile and Progress Monitoring</u>; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- <u>Preschool Fieldwork</u> Assignment: <u>Lesson Plan for Observations and Case Study</u>; see comments</p>	<p>EDSP 4142- <u>Early Childhood Special Education Intervention Seminar</u> Signature Assignment: <u>Student Profile and Progress Monitoring</u>; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- <u>Preschool Fieldwork</u> Assignment: <u>Lesson Plan for Observations and Case Study</u>; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being practiced.	

<p>Understand how to appropriately assess and interpret results for children identified as English learner students.</p>	<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 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 5 and 10 Lecture: Research in early literacy for English learners; Assessment and progress monitoring in literacy: UDL and MTSS; Determining need for Tier 2 and Tier 3 support; Screening, formative, and diagnostic assessments; see TPE 7.10 comments tagged in the syllabus in “Week 5 and 10” Lecture as evidence of the concept being introduced.</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 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 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>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 5 and 10 Activities: Activity with UC/CSU Collaborative for Neurodiversity and Learning (Multilingual Learners) https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/; Case Study: Group development of assessment plan for a 4-year-old in TK who is struggling in EL skill acquisition; see TPE 7.10 comments tagged in the syllabus in “Week 5 and 10” as</p>	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample: Sections Communicative Content (pp. 21); 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>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4085- Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	

<p>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 Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.</p>	<p>EDSP 4000 Foundations of Special Education – Assignment Project A: “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>EDSP 4188- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11 Lecture: Screening and Assessment for Dyslexia Module: 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 “Week 11” Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 15: Taming and Collaboration; tagged in the syllabus in “Week 15” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample: Introduction (p.21) & Proposed Support Measures (p.22); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &22 as evidence of the concept being practiced</p> <p>EDSP 4188- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Activities: Tools of Literacy Activity for Families; Conversation with Families; see TPE 7.10 comments tagged in the syllabus in “Week 14” activities as evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in</p>	<p>EDSP 4010 Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Signature Assignment: Language Sample: Introduction (p.21) & Proposed Support Measures (p.22); see TPE 7.10 Comments tagged in the Syllabus on pp. 21 &22 as evidence of the concept being assessed.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.10 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations and Case Study; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		"Assignment" of the course schedule, as evidence of the concept being practiced.	

*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).

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>TPE 7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard-of-hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11 Lecture: Screening and Assessment for Dyslexia Module: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/. see TPE 7.12 comments tagged in the syllabus in "Week 11" Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Lecture WK 15: Taming and Collaboration; tagged in the syllabus in "Week 15" of the course schedule, column "Learning Topics/Lecture Content" as evidence of the concept being introduced.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Activities: Tools of Literacy Activity for Families; Conversation with Families; see TPE 7.7 comments tagged in the syllabus in "Week 14" activities as evidence of the concept being practiced.</p> <p>EDSP 4065/4085 - Early Intervention Fieldwork Signature Assignment: Attend Planning Meeting; see comments tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095 - Preschool Fieldwork Assignment: Collaboration with General Education and Other Professionals; see comments tagged in the syllabus in</p>	<p>EDSP 4075/4095 - Preschool Fieldwork Assignment: Collaboration with General Education and Other Professionals; see comments tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		“Assignment” of the course schedule, as evidence of the concept being practiced.	
<p>TPE 7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the <i>California Dyslexia Guidelines</i>, and addresses individual IEP goals.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 11 Lecture: Assessment for Dyslexia Module: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/. see TPE 7.13 comments tagged in the syllabus in “Week 11” Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Lecture WK 15: Taming and Collaboration; tagged in the syllabus in “Week 15” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180 - Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Activities: Tools of Literacy Activity for Families; Conversation with Families; see TPE 7.7 comments tagged in the syllabus in “Week 14” activities as evidence of the concept being practiced.</p> <p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.13 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4141 - Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being practiced.</p>	<p>EDSP 4142 - Early Childhood Special Education Intervention Seminar Signature Assignment: Student Profile and Progress Monitoring; see TPE 7.13 comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4141 - Early Childhood Special Education Intervention Lab Assignment: Weekly Lesson Plans and Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p> <p>EDSP 4075/4095 - Preschool Fieldwork Assignment: Collaboration with General Education and Other Professionals; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>EDSP 4065/4085 - <u>Early Intervention Fieldwork</u> Signature Assignment: <u>Attend Planning Meeting</u>; see comments tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being practiced.</p> <p>EDSP 4075/4095 - <u>Preschool Fieldwork</u> Assignment: <u>Collaboration with General Education and Other Professionals</u>; see comments tagged in the syllabus in "Assignment" of the course schedule, as evidence of the concept being practiced.</p>	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>TPE 7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multipole means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 14 Lecture: Early writing-Development from birth through kindergarten; see TPE 7.14 comments tagged in the syllabus in “Week 14” Lecture as evidence of the concept being introduced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 10: Early Childhood Assistive Technology for language literacy and communication support for preschool, TK and Kindergarten Children with Disabilities, tagged in the syllabus in “Week 10” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>EDSP 4180- Evidence-Based Practices in Early Literacy for Young Children with Disabilities WK 13 Video Discussion and Activity: Interactive writing in kindergarten, Small group interactive writing in kindergarten, and demonstration and practice of assistive technology applications; see TPE 7.7 comments tagged in the syllabus in “Week 13” Lecture as evidence of the concept being practiced.</p> <p>EDSP 4142- Early Childhood Special Education Intervention Seminar Lecture WK 10 Activity: Based on Ch. 12, Appendix B and week 10 readings, candidates will compile the list of assistive technology tools that are recommended for inclusive classrooms, tagged in the syllabus in “Week 10” of the course schedule, column “Learning Topics/Lecture Content” as evidence of the concept being practiced.</p> <p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations; see comments tagged in the syllabus in “Assignment” of the</p>	<p>EDSP 4075/4095- Preschool Fieldwork Assignment: Lesson Plan for Observations; see comments tagged in the syllabus in “Assignment” of the course schedule, as evidence of the concept being assessed.</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		course schedule, as evidence of the concept being practiced.	