

Appendix E
Literacy Instruction Certification
Teaching Performance Expectations (TPEs)
Preliminary Education Specialist: Visual Impairments

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. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>a. Print/braille concepts, including letters of the print and braille alphabets, including contracted braille</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 9: <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI:</i> focus on print concepts, alphabetic principle, orthography; see TPE 7.5/U7.5-a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being introduced.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being practiced.</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 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule, p.9, column “activities”, as evidence of the concept being practiced</p> <p>Assignment WK 15: Early Literacy Case Study-collaborative in class discussion: see TPE 7.5/U7.5 comments tagged in the syllabus in “Week 15” of the course schedule, p.13, as</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules): Lesson 6: Classroom Instruction and Interventions (focus on print concepts, alphabetic principle, orthography) see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being accessed.</p> <p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities:</u> Lecture WK 8: Teaching Beginning Decoding to Students with Disabilities in K-12 Classrooms: Alphabetic principle/letter-sound correspondence; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u></p> <p><u>Weeks 1, 2, 3, 7, 9, 10, 12, 13, 14</u> Reading: Instruction in alphabetic braille and introduction to contractions Textbook: <u>Ashcroft Programmed Instruction: UEB</u> see TPE 7.5a in the syllabus, course schedule, Weeks 1, 2, 3, 7, 9, 10, 12,</p>	<p>evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 1, 2, 3 WK 8: 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments 2. Video: Teaching phonics and decoding skills 3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced.</p> <p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Weekly Braille assignments</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities:</u> Activity 3 Wk 8: Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being assessed.</p> <p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Final Reading and Writing braille competency exam at the end of the semester</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>13, 14 column 4, assignments and readings</p> <p><u>Week 1 Reading:</u> Beginning With Braille (Swenson) Chapter 1. see TPE 7.5 in the syllabus, course schedule, Week 1, column 4, assignments and readings</p> <p><u>Week 3 Reading:</u> Foundational Literacy Braille Works: Why is Braille Literacy so Important? see TPE 7.5a. In the syllabus, see course schedule, Week 4, column 4, assignments and readings</p> <p><u>Week 4 Reading: Functional literacy</u> Foundations of Education III – VII (Holbrook, Kamei-Hannan, McCarthy) Chapter 10 see TPE 7.5 in the syllabus, course schedule, Week 4, column 4, assignments and readings and Beginning With Braille (Swenson) Chapter 13 see TPE 7.5 in the syllabus,</p>		

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>course schedule, Week 4, column 4, assignments and readings</p> <p><u>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</u> Week 2 Review and Reading: <u>BANA's position that literacy comes in many forms, including use of the slate & stylus</u></p> <p>In the syllabus see Week 2, Slate & Stylus review under column 2 Learning Topics and column 4 assignments and readings due.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 7</u> - Savaiano, M., & Kearns, D. M. (2022). An examination of Unified English Braille and its efficiency in representing</p>	<p><u>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</u> Week 8 Quiz 1 Perkins Braille Writer and Slate and Stylus; see TPE 7. in the syllabus, see course schedule, Week 8, column 2, learning topics</p>	<p><u>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</u> Week 16 Mock Comps - Perkins Braille Writer, Slate and Stylus, and oral reading fluency. in the syllabus, see course schedule, Week 16, column 2, learning topics</p> <p><u>EDSP 5661 Braille Competency Exam</u> Week 2 Assessment or Slate and Stylus and Nemeth Code See in syllabus Assignment and Descriptions</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	print. <i>British Journal of Visual Impairment</i> , 40(2), 289–300.		
b. phonological awareness, including phonemic awareness	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Lecture WK 4</u>: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 7: Teaching Phonemic Awareness to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> • Phonological and phonemic awareness skills and role in literacy development • Evidence based instruction in phonemic awareness • Considerations for English learners <p>Interpreting assessment results (phonemic awareness); see TPE</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Assignment WK 4: UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 2, 3, 4 WK 7:</p> <ol style="list-style-type: none"> 2.Video: Teaching Phonemic awareness skills 3. Phonemic awareness games 4. Practice distinguishing between L2 development and disability’s impact on phonemic awareness; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 7” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced. 	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Assignment WK 4: UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers of Dyslexia and predictors of literacy skills; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Readings and Assignments” as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment WK 7: Compilation of Strategies project. “Add Phonemic Awareness strategies” see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 7” of the course schedule (p.9), column “Readings and Assignments” and p.15 for detailed description of the assignment as evidence of the concept being assessed.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-</p>

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	<p>7.5/U7.5b comments tagged in the syllabus in “Week 7” of the course schedule (p.8-9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 7</u> - Hatton, D. D., Erickson, K. A., & Lee, D. B. (2010). Phonological Awareness of Young Children with Visual Impairments. <i>Journal of Visual Impairment & Blindness</i>, 104(12), 743–752.</p>	<p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Video Discussion Board #2 Phonemic Awareness and Phonics</p>	<p>Part I; see TPE 7.5/U7.5b comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 7 Quiz</u> Chapter 5 Asynchronous Module 2 & Quiz Phonemic awareness and phonics (develop? or stick with module #2 quiz)</p>
<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 4: Language-Literacy Connection: Early markers of dyslexia across language domains & difficulties with literacy skills development; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 4” of the course schedule (p.6), column “Learning</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences) see TPE</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Topics/Lecture Content” as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 8: Evidence-based methods for phonics and beginning decoding instruction</p> <ul style="list-style-type: none"> • Considerations for English learners <p>Interpreting assessment results (phonics and beginning decoding); see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced.</p>	<p>7.5/U7.5c comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “assignments”, as evidence of the concept being practiced.</p> <p>Activity WK 9: Written language analysis- Progression of a child with dyslexia: https://learningabledkids.com/learning_disability/grade-by-grade-progress.htm</p> <p>Group activity: focus on letter-sound correspondence, orthography; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 9” of the course schedule, p.9, column “activities”, as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 1, 2, 3 WK 8: 1. Analyzing and practicing alphabetic principle, phonics and decoding assessments 2. Video: Teaching phonics and decoding skills 3. Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5a comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being practiced.</p>	<p>assignment as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity 3 WK 8: Analyzing alphabetic principle, phonics/decoding case study; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Activities” as evidence of the concept being assessed. Signature Assignment WK 8: Diagnostic Reading Assessment- Part I; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 7</u> Englebretson, R., Holbrook, M. C., Treiman, R., & Fischer-Baum, S. (2023). The primacy of morphology in English braille spelling: an analysis of bridging contractions. <i>Morphology</i>, 34(2), 125–150.</p>	<p>Signature Assignment WK 8: Diagnostic Reading Assessment- Part I; see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Video Discussion Board #2 Phonemic Awareness and Phonics</p> <p>Week #14 Quiz #5 :writing</p>	<p>detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>week 7 Quiz</u> Chapter 5 (develop? or stick with module #2 quiz) 1.Asynchronous Module 2 & Quiz Phonemic awareness and phonics</p>
<p>d. decoding and encoding; morphological awareness</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 4: phonology, syntax, & morphology development; Language-Literacy Connection: Early markers of dyslexia across language domains &</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 4: Early Markers</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment WK8: Add beginning decoding strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9”</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>difficulties with literacy skills development.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK8: Beginning decoding and encoding and role in comprehension of text</p> <ul style="list-style-type: none"> • Evidence-based methods for phonics and beginning decoding instruction • Interpreting assessment results (phonics and beginning decoding); see TPE 7.5/U7.5c comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Learning Topics/Lecture Content” as evidence of the concept being introduced. <p>Lecture WK 9: Teaching Advanced/Multisyllabic Decoding to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> • Role of advanced decoding in promoting comprehension • Structural/morphemic analysis • Syllable types and syllable division patterns • Etymology • Evidence based strategies for advanced word reading instruction 	<p>of Dyslexia and predictors of literacy skills</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment WK8: Add beginning decoding strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Assignments” as evidence of the concept being practiced.</p> <p>Activity 2 WK 9: Partner Work: Practice routines for teaching advanced decoding skills; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced</p>	<p>of the course schedule (p.9), column “Assignments” and p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p>Assignment WK 9: Add multisyllabic decoding strategies to your Compilation of Strategies project; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Assignments” and p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p>Signature Assignment WK 8: Diagnostic Reading Assessment-Part I; see TPE 7.5/U7.5d comments tagged in the syllabus in “Week 8” of the course schedule (p.9), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed.</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Interpreting assessment results (advanced decoding); see TPE 7.5/U7.5d comments tagged in the syllabus in "Week 9" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 7</u> Englebretson, R., Holbrook, M. C., Treiman, R., & Fischer-Baum, S. (2023). The primacy of morphology in English braille spelling: an analysis of bridging contractions. <i>Morphology</i>, 34(2), 125–150.</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>1.Video Discussion board #3: It all connects</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Asynchronous Module 2 & Quiz Phonemic awareness and phonics</p>
<p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 10: Role of fluency and its components (accuracy, prosody) in promoting reading</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 1-4 WK 10: 1.Analyze and practice fluency assessments</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment WK 10: Add fluency strategies to your Compilation of Strategies project; see TPE</p>

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<p>indicator of automaticity)</p>	<p>comprehension</p> <ul style="list-style-type: none"> • Developing sight word fluency and fluency in reading connected text • Selection of appropriate texts for reading/readability formulas • Evidence-based instruction for developing fluency (rate, accuracy, and prosody) • Considerations for English learners • Interpreting assessment results (fluency); see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Savaiano, M. E., & Hatton, D. D. (2013). Using repeated reading to improve reading speed and comprehension in students with visual impairments. <i>Journal of</i></p>	<p>2. Partner work: watch video and practice teaching fluency skills 3. Practice working with DIBELS 4. Fluency case study analysis; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Activities" as evidence of the concept being practiced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Video Discussion board #3: It all connects</p>	<p>7.5/U7.5e comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Assignments" and p.15 for detailed description of the assignment and as evidence of the concept being assessed.</p> <p>Signature Assignment <u>WK 8: Diagnostic Reading Assessment-Part I</u>; see TPE 7.5/U7.5e comments tagged in the syllabus in "Week 8" of the course schedule (p.9), column "Assignments" and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed</p>

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	<i>Visual Impairment & Blindness, 107(2), 93–106.</i>		<p><u>EDSP 4651L Learning Media Assessment for Students with Visual Impairments Day 3 English Language Matrix.</u> See in syllabus course schedule, column 2, topics.</p> <p><u>Day 2 Basic Reading Inventory</u> See in syllabus course schedule, column 2, topics.</p> <p><u>Final Learning Media Assessment Report</u> See in syllabus course schedule, column 2, topics.</p>
f. instruction that is structured and organized as well as direct, systematic, and explicit	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs: Assignment Week 9:</u> UC/CSU Collaborative Early Childhood and Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/): Lesson 5: Classroom based supports and interventions; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 9” of the course schedule (p.9), column “Learning Topics/Lecture</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 14: Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the assignment as evidence of the concept being practiced</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 14: Lesson plan; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Activities” and pp. 19-21 for the detailed description of the assignment as evidence of the concept being assessed</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Content” as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 2: Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 2” of the course schedule (p.5), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p> <p>Reading WK 2: Bursuck & Damer. Ch.1: Introduction to Explicit Systematic Instruction; see TPE 7.5/U7.5f comments tagged in the syllabus in “Week 2” of the course schedule (p.5), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>reading - Wall Emerson, R., Sitar, D., Erin, J. N.,</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>EDSP 4652 <u>Week 2</u></p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>EDSP 4652 Reading Intervention Final Report</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	Wormsley, D. P., & Herlich, S. L. (2009). The effect of consistent structured reading instruction on high and low literacy achievement in young children who are blind. <i>Journal of Visual Impairment & Blindness, 103</i> (10), 595–609.	ACTIVITY 1 Reading Program Assessment	
g. practice in connected, decodable text.	EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Lecture WK 10: Developing sight word fluency and fluency in reading connected text ; see TPE 7.5/U7.5g comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Learning Topics/Lecture Content" as evidence of the concept being introduced EDSP 4652 Specialized Literacy Instruction for	EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Activities 2 & 3 WK 10: 2. Partner work: watch video and practice teaching fluency skills 3. Practice working with DIBELS; see TPE 7.5/U7.5g comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Activities" as evidence of the concept being practiced EDSP 4652 Specialized Literacy Instruction for	EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities Assignment WK 10: Add fluency strategies to your Compilation of Strategies project; see TPE 7.5/U7.5g comments tagged in the syllabus in "Week 10" of the course schedule (p.10), column "Assignments and Readings" and p. 15 for the detailed description of the assignment and as evidence of the concept being assessed EDSP 4652 Specialized Literacy Instruction for

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>Students with Visual Impairments</u></p> <p>Reading - McCarthy, T., Holbrook, C., Kamei-Hannan, C., & D'Andrea, F. M. (2023). Speed and Accuracy Measures of School-Age Readers With Visual Impairments Using a Refreshable Braille Display. <i>Journal of Special Education Technology</i>, 38(4), 423–433.</p>	<p><u>Students with Visual Impairments</u></p> <p>EDSP 4652 Week 2 ACTIVITY 1 Reading Program Assessment</p>	<p><u>Students with Visual Impairments</u></p> <p>EDSP 4652 Reading Intervention Final Report</p>
<p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 10: Tying It All Together Through Fluency: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Learning Topics/Lecture Content” as evidence of the concept being introduced</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 5 WK 10: Partner Work: Fluency Training With a Decodable Text; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Activities” as evidence of the concept being practiced.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment Week 10:</p> <p>1. Add fluency strategies to your Compilation of Strategies Project; see TPE 7.5/U7.5h comments tagged in the syllabus in “Week 10” of the course schedule (p.10), column “Assignments and Readings” as evidence of the concept being assessed</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>reading: Robertson, C. & Manuel, S. (2021). Natural order of braille contractions. <i>Journal of Blindness Innovation and Research</i>, 11(1). https://nfb.org/images/nfb/publications/jbir/jbir21/jbir110104.html</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Week 2 ACTIVITY 1 Reading Program Assessment</p> <p><u>EDSP 4651L Learning Media Assessment</u> (reading skills portion of the assessment)</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading Intervention Final Report</p>
<p>i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 9: <i>Language-Literacy Connection: Classroom instruction and intervention for students at risk for dyslexia, LD, SLI</i>; see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "Learning Topics/Lecture Content" as evidence of the concept being introduced Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 15" of the course schedule</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences and further development of reading and writing skills) see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being practiced.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 6: Classroom Instruction and Interventions (focus on phonics, letter-sound, sound-symbol correspondences and further development of reading and writing skills) see TPE 7.5/U7.5i comments tagged in the syllabus in "Week 9" of the course schedule (p.9), column "assignments", as evidence of the concept being assessed</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>as evidence of the concept being introduced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 2: Essential elements of effective instruction in listening, speaking, reading, and writing; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 2” of the course schedule as evidence of the concept being introduced.</p>	<p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being practiced.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment WK 9: Diagnostic Reading Assessment-Part II; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 8” of the course schedule (p.10), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being practiced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p>	<p>Assignment WK 15: Early Literacy Case Study: see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 15”, p.13, column “assignments” of the course schedule, and p.18 detailed description of the assignment as evidence of the concept being assessed.</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment WK 8: Diagnostic Reading Assessment-Part II; see TPE 7.5/U7.5i comments tagged in the syllabus in “Week 14” of the course schedule (p.12), column “Assignments” and detailed description of the assignment on pp. 16-19 as evidence of the concept being assessed</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>EL assignment, EL Matrix assessment and language sample analysis; using the</p>

TPE 7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		EL assignment, EL Matrix assessment and language sample analysis; using the SALT framework and attaching it to an ELA/ELD standard	SALT framework and attaching it to an ELA/ELD standard

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>readings:</p> <p>Savaiano, M. E., Compton, D. L., Hatton, D. D., & Lloyd, B. P. (2016). Vocabulary Word Instruction for Students Who Read Braille. <i>Exceptional Children</i>, 82(3), 337–353.</p> <p>Savaiano, M. E., Lloyd, B. P., & Hatton, D. D. (2017). Efficacy of Using Vocabulary Flashcards in Braille. <i>Journal of Visual Impairment & Blindness</i>, 111(3), 277–284.</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 2</u> ACTIVITY 1 Reading Program Assessment</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading Intervention Final Report</p>
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 13: Teaching Written Expression to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> • CCSS and writing 	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities WK 13: 1.SRSD Videos and practice; 2.IRIS Module;</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: <u>Diagnostic Reading Assessment Project</u>, Part II, Lesson Plan (p.20); see TPE</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
support analysis, reflection, and research.	<ul style="list-style-type: none"> • Genres of writing: analysis, reflection, research • Asking and Answering Questions Through Writing • Writing process • Writer's workshop • Academic Writing: reading, listening, speaking, writing while using evidence from texts; <p>see TPE 7.6/U7.6 comments tagged in the syllabus in "Week 13" of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>reading: Leavitt, R. R., Athanasiou, M. S., & Sanchez, K. (2018). Vocabulary instruction for an English language learner with visual impairment: A multiple-components intervention including tactile representations. <i>British Journal of Visual</i></p>	<p>3.Digital Jumpstarts;4. Writer's Workshop video and simulation, with the focus strategies practice</p> <p>5. Lesson planning; see TPE 7.6/U7.6 comments tagged in the syllabus in "Week 13," column "Activities" as evidence of the concept being practiced.</p> <p>Signature Assignment: <u>Diagnostic Reading Assessment Project</u>, Part II, Lesson Plan (p.20); see TPE 7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being practiced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 4</u> ACTIVITY 2 Assess student performance and design an intervention program</p>	<p>7.6/U7.6 comments tagged in the syllabus p. 20 as evidence of the concept being assessed.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading Intervention Final Report</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<i>Impairment 36(3), 238-250.</i>		
<p>TPE 7.7 Language Development. Promote students’ language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings, pragmatics as students read, listen, speak, or communicate symbolically or tactily, and write with comprehension and effective expression.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 3: Linguistic Development: Language’s content, use and form: vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level language development as students read, listen, speak, and write; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 3” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 11: Teaching Vocabulary and Academic Language to Students with Disabilities in K-12 Classrooms; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 11” of the course schedule as evidence of the concept being introduced</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Activity 3 WK 10: Language sample demonstration/practice (communicative use, content (including vocabulary), form); see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 10” of the course schedule as evidence of the concept being practiced Signature Assignment Language Sample Analysis (p.20-22); see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activities 2 & 3 WK 11: 2.practice teaching vocabulary strategies to students with a wide range of disabilities, including those with VI 3. Vocabulary case study analysis; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 as</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Signature Assignment Language Sample Analysis (p.20-22); see TPE 7.7/U7.7 comments tagged in the syllabus pp. 20-22 as evidence of the concept being assessed <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment 1 WK 11: 1. Add vocabulary strategies at word, sentence, and discourse level in reading and writing to your Compilation of Strategies project; see TPE 7.7/U7.7 comments tagged in the syllabus WK 11 Column “Assignments and Readings” as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<p>evidence of the concept being practiced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> - EL assignment, language sample analysis; using the SALT framework and attaching it to an ELA/ELD standards</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> EL assignment, EL Matrix assessment</p>
<p>Create environments that foster students’ language development, including discipline-specific academic language.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 13: Developing communication rich-environment for ELs with and without disabilities; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Planning and Delivery of Effective K-12 ELA Instruction for Learners with Disabilities: Establishing Literacy-rich and communication rich inclusive</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Activity WK 13: ELL <i>Module 5 Specially Designed Academic Instruction in English</i> (collaboratively identify ways to create communication-rich environment); see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being practiced Assignment 1 WK 13: Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment...; see TPE 7.7/U7.7 comments tagged in the syllabus</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment 1 WK 13: Group Write Up of EL Module 5: Collaboratively develop a lesson plan with ELD or SDAIE elements of instruction, description of communication rich environment...; see TPE 7.7/U7.7 comments tagged in the syllabus for WK 13 as evidence of the concept being assessed <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: <u>Diagnostic Reading Assessment, Part II, Lesson Plan (p.21)</u>, Reflection: Discuss</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>“Week 13” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 14: engaging students in the creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p>Lecture WK 15: Assistive Technology, Apps, and Resources for Literacy Development; engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 14” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for</u></p>	<p><u>EDSP 4652 Specialized Literacy Instruction for</u></p>	<p><u>EDSP 4652 Specialized Literacy Instruction for</u></p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>Students with Visual Impairments</u></p> <p>Reading - Bara, F. (2018). The effect of tactile illustrations on comprehension of storybooks by three children with visual impairments: An exploratory study. <i>Journal of Visual Impairment and Blindness</i> 112(4), 759-765.</p>	<p><u>Students with Visual Impairments</u> Week 4 ACTIVITY 2 Assess student performance and design an intervention program</p>	<p><u>Students with Visual Impairments</u> Reading Intervention Final Report</p>
<p>Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Class Content WK 12: Leveraging students’ linguistic repertoires, including home languages and dialects, translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in “Week 12” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 5: Deliver instruction that leverages</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: <u>Diagnostic Reading Assessment, Part II, B.</u></p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: <u>Diagnostic Reading Assessment, Part II, B.</u></p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	students' existing linguistic repertoires, including translanguaging; see TPE 7.7/U7.7 comments tagged in the syllabus in "Week 5" of the course schedule as evidence of the concept being introduced	<p><u>Individualized Reading Intervention Plan (p.20)</u>: Discuss how you will leverage students' existing linguistic repertoires, including translanguaging in your instruction; see TPE 7.7/U7.7 comments tagged in the syllabus on P.20 as evidence of the concept being practiced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 4</u> ACTIVITY 2 Assess student performance and design an intervention program</p>	<p><u>Individualized Reading Intervention Plan (p.20)</u>: Discuss how you will leverage students' existing linguistic repertoires, including translanguaging in your instruction; see TPE 7.7/U7.7 comments tagged in the syllabus on P.20 as evidence of the concept being assessed</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading Intervention Final Report</p>
TPE 7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Content WK 14: Supporting students' effective oral communication; see TPE 7.8/U7.8 comments tagged in the syllabus in "Week 14" of the course</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Activity WK 15: Proposed Support Measures (including home supports, school supports (supporting effective communication and expression),</p>	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Signature Assignment: Language Sample: Section Proposed Support Measures (p.22); TPE 7.8/U7.8 comments tagged in the syllabus on p. 22 for the detailed description of the assignment and as evidence of</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.	schedule as evidence of the concept being introduced	and community resources); see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced	the concept being assessed
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.	<u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Week Reading: Beginning With Braille (Swenson) Chapter 5. see in the syllabus, course schedule, Week 5, column 4, assignments and readings	<u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Week 8-10 Topics: The writing process, using graphic organizers, interlining and providing feedback. See in the syllabus, course schedule, Week 8-10, column 2, topics and column 3 assignments and readings	<u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> Reading Intervention Final Group Presentation
Develop students’ use of keyboarding and/or other assistive technology, such as braille writers, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 15: Assistive Technology, Apps, and Resources for Literacy Development <ul style="list-style-type: none"> Assistive technology instruction: AT as a tool planning, spelling, research to support writing and presentations see TPE 7.8/U7.8 comments tagged in the syllabus in “Week	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity WK 15: Demonstration and practice of assistive technology applications; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 15” of the course schedule as evidence of the concept being practiced	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>15" of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Week 1 - Use and care of Perkins Braille Writer for assignments. See in syllabus week 1, column 3 Activities.</p>	<p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Weeks 1-16 - use of Perkins Braille Writer and Slate & Stylus for assignments. See in syllabus under column 4 assignments/readings due.</p> <p><u>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</u> Weeks 1-16 - use of Perkins Braille Writer and Slate & Stylus for assignments. See in syllabus under column 4 assignments/readings due.</p> <p>Week 5 Quick tack and ASCII Code Practice. In syllabus, week 5 column 3 activities.</p> <p>Week 15 Introduction to technology/lecture on AT. In syllabus column 2,</p>	<p><u>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</u> Week 16 Mock Comps - Perkins Braille Writer, Slate and Stylus, and oral reading fluency. in the syllabus, see course schedule, Week 16, column 2, learning topics</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Week 2 Reading - Kamei-Hannan, C., Tuttle, M. J., & Songkhao, R. (2023). A conceptual framework for digital competence of students with low vision and blindness. <i>Journal of Visual Impairment & Blindness</i>, 117(1), 7-18. See in syllabus Week 2, column 4 Readings/Notes.</p>	<p>learning topics, and column 3, activities.</p> <p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Weeks 1-16 exploration of refreshable braille displays, person braille devices, keyboarding programs. See in syllabus Course Schedule.</p>	<p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Week 16 Final Project Mock AT Assessment Report (Including: Protocols, IEP Goals, & AT Tutorial. See in syllabus week 16, column 3 Activities/Assignments.</p>
<p>Teach young children letter formation, through printing and/or producing braille, and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Lecture WK 13: Teaching Written Expression to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills; <p>see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Activity 5 WK 13: Analysis and practice: instructional resources for letter formation, writing conventions; see TPE 7.8/U7.8 comments tagged in the syllabus in “Week 13” of the course schedule as evidence of the concept being practiced</p>	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>evidence of the concept being introduced</p> <p><u><i>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</i></u></p> <p><u><i>Weeks 1, 2, 3, 7, 9, 10, 12, 13, 14</i></u> Reading: Instruction in alphabetic braille and introduction to contractions</p> <p>Textbook: <u>Ashcroft Programmed Instruction: UEB</u> see in the syllabus, course schedule, Weeks 1, 2, 3, 7, 9, 10, 12, 13, 14 column 4, assignments and readings</p> <p>Week 1 & 2 Reading: Beginning With Braille (Swenson) Chapter 1-3. In the syllabus, course schedule, Week 1 & 2, column 4, assignments and readings.</p> <p><u><i>EDSP 4661 Advanced Braille Skills for Individuals with Visual Impairments</i></u></p>		

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Week 2 Review and Reading: BANA's position that literacy comes in many forms, including use of the slate & stylus</p> <p>In the syllabus see Week 2, Slate & Stylus review under column 2 Learning Topics and column 4 assignments and readings due.</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*
<p>TPE 7.2 Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning;</p>	<p><u>EDSP 4000 Foundations of Special Education: Lecture WK 5: Assessment and Instructional Approaches</u>: Universal Design for Learning (UDL) – Key principles; see TPE 7.2 Comments tagged in the Syllabus in “Week 5” of the Course Schedule as evidence of the concept being introduced</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u>: Lecture 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><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); see TPE 7.2 comments tagged in the syllabus in “Week 4” of the course schedule as</p>	<p><u>EDSP 4000 Foundations of Special Education: Project Option C (p.32)</u> Universal Design for Learning (UDL); see TPE 7.2 Comments tagged in the syllabus for “Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students” assignment as evidence that the concept is being practiced.</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u>: Assignment 1 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 Signature Assignment: Language Sample: Section Proposed Support Measures (p. 22); see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being practiced</p>	<p><u>EDSP 4000 Foundations of Special Education: Project Option C (p.32)</u> Universal Design for Learning (UDL); see TPE 7.2 Comments tagged in the syllabus for “Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students” assignment as evidence that the concept is being practiced.</p> <p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u>: Assignment 1 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. Signature Assignment: Language Sample: Section Proposed Support Measures (p. 22); see TPE 7.2 comments tagged in the syllabus on. 22 as evidence of the concept being assessed</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	evidence of the concept being introduced	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment 1, WK 4: 1. Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced Signature Assignment: <u>Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</u> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> <u>Week 2 and 4</u> ACTIVITY 1 and 2 Assess student performance and</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Assignment 1, WK 4: 1. Complete CEEDAR modules on MTSS, UDL, and DI; see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed Signature Assignment: <u>Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20):</u> Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> Literacy course, case study</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		design an intervention program	
Plan and implement evidence-based literacy instruction 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><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Introduction to Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction (DI); Assessments in MTSS; see TPE 7.2 comments tagged in the syllabus in “Week 4” of the course schedule as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p><u>Week 6</u> - reading - Kamei-Hannan, C., Holbrook, M. C., & Ricci, L. A., (2012). Applying a Response-to-Intervention Model to Literacy Instruction for Students Who Are Blind or Have Low Vision. Journal of Visual</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being practiced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>an activity that looks at a case study in the Reading Connections book and reflects on the model of instruction within an MTSS framework Possible: group activity students apply MTSS</p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities:</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan/Lesson plan (p.20): Activities/Procedures/Instructional Strategies: include EL supports and UDL strategies see TPE 7.2 comments tagged in the syllabus course schedule (p.7) as evidence of the concept being assessed</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>case study - analyze data and respond to the tier of instruction with a reflection</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	Impairment and Blindness.	to textbook case studies	
Plan and implement evidence-based literacy instruction grounded in an understanding of the impact of visual impairments on language and literacy development;	<p><u>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</u> Week 3 Module Highlighting Deaf blindness communication. Communication and Behavior. See in syllabus Week 3, column 3 Activities. Week 3 Readings Keys to Educational Success Chapter 3, Chen and Downing Chapter 3. Behavior as communication - Module 3) Reading: Tactile Strategies got children who have visual impairments and multiple disabilities - Chen and Downing chapter 5) & Keys to Educational Success - Sacks and Zatta chapter 7 See in syllabus week 3, column 4 assignments/readings.</p> <p><u>EDSP 4670 Low Incidence Early Childhood Special Education</u> Week 13 lecturer guest speaker</p>	<p><u>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</u> Week 9 Assignment</p> <p>Functional communication Assignment. See in syllabus, week 9, column 3 activities.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Week 4 ACTIVITY 2 Assess student performance and design an intervention program</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>case study - must assess language and literacy skills and use data to develop an instructional plan supporting ELA/ELD standards and/or Braille standards EL assignment – using EL Matrix assessment as a</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	Language is addressed - Impact of vision loss on learning and development (module 7) & Deafblindness (impact on communication) (module 13) - Reading: Early Focus - Pogrud and Fazzi chapters 3&4. See in syllabus column 2 topics.		collaborative approach to assessment and language sample analysis; using the SALT framework and attaching it to an ELA/ELD standards
Plan and implement evidence-based literacy instruction grounded in an understanding of the <i>California Guidelines for Programs Serving Students with Visual Impairments</i> ;	<u>EDSP 4651L Learning Media Assessment for Students with VI</u> Assignment - Comprehensive assessment assignment - students must read the CA Program Guidelines and understand the comprehensive assessment process	<u>EDSP 4651L Learning Media Assessment for Students with VI</u> Assignment - Comprehensive assessment assignment - students must read the CA Program Guidelines and understand the comprehensive assessment process Take a Canvas quiz about the role of the TVI	<u>EDSP 5074/5094 Final Fieldwork</u> LPA assignment in - plan and implement literacy lesson based on a comprehensive assessment
Plan and implement evidence-based literacy instruction 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	<u>EDSP 4000 Foundations of Special Education: Readings, Assignments WK 5:</u> CA Dyslexia Guidelines: - Ch 1 and 8; UC/CSU Collaborative Introduction to Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules);	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Assignment WK 9: UC/CSU Collaborative Early Childhood Dyslexia Module (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules) Lesson 5 and Lesson	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment, Part II, B. Individualized Reading Intervention Plan (p.20): candidates develop activities

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
phonology, orthography, phonics, morphology, syntax, and semantics).	<p>see TPE 7.2 Comments tagged in the Syllabus in "Week 5" as evidence of the concept being introduced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity 4 WK 3: Introduction of CA Dyslexia Guidelines: overview of the structure of the resource (with the focus on Ch. 9,11, 12 and Appendices A and B); see TPE 7.2 Comments tagged in the Syllabus in "Week 3 " as evidence of the concept being introduced</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> Reading Handler, S. M., & Fierson, W. M. (2011). Learning disabilities, dyslexia, and vision.</p>	<p>6: Classroom Instruction; see TPA 7.2 comments as evidence of the concept being practiced</p> <p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Activity Week 3: Candidates compile evidence-based strategies that are shown to be effective when working with students with dyslexia: (CA Dyslexia Guidelines Ch. 11) see TPE 7.2 comments in the course schedule as evidence of the concept being practiced. Activity Week 4: Examination and practice of evidence-based strategies for providing effective literacy instruction to students with dyslexia (CA Dyslexia guidelines Ch. 11); see TPE 7.2 comments in the course schedule as evidence of the concept being practiced.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading - Beginning with Braille - Dyslexia page 277-</p>	<p>and cite sources for the intervention plan. One of the required sources is CA Dyslexia Guidelines (Ch.11 and other applicable chapters); see TPA 7.2 comments as evidence of the concept being assessed</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>the Dyslexia case study assignment</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<i>Pediatrics, 127(3), e818–e856.</i>	280; Co-morbidity of VI and dyslexia, referral for testing, intervention and strategies EDSP 4652 - The HIVE - Module 4 - Dispelling the myths of dyslexia	
TPE 7.10 Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision-making.	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Lecture WK 4: Assessments in MTSS: Universal screening, progress monitoring; see TPE 7.10 Comments tagged in the Syllabus course schedule in “Week 4” as evidence of the concept being introduced	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part II, B and C Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21): candidates describe an evidence-based plan of reading intervention and progress; see comments tagged in the Syllabus on p.20 and p. 21 as evidence of the concept being practiced	<u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part II, B and C. Individualized Reading Intervention Plan and Progress Monitoring (p.20 and 21): candidates describe an evidence-based plan of reading intervention and progress; Comments tagged in the Syllabus on p.20 and 21 as evidence of the concept being assessed <u>EDSP 4652 Specialized Literacy Instruction for</u>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Reading</p> <p>Stewart, R., Zebehazy, K. T., & Holbrook, M. C. (2022). Using appropriate assessment to plan braille literacy instruction. <i>Journal of Visual Impairment & Blindness</i>, 116(3), 417–424.</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>EDSP 4652 Week 4 ACTIVITY 2 Assess student performance and design an intervention program</p>	<p><u>Students with Visual Impairments</u></p> <p>Case study project, implement literacy instruction and collect, analyze and reflect on 15 data points</p>
Understand how to use screening and diagnostic assessments to determine students' literacy profiles; identify potential reading and writing difficulties, including students' risk for dyslexia, communication needs, and other literacy-related disabilities;	<p><u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u></p> <p>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><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p>	<p><u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u></p> <p>Assignment WK 6: Complete UC/CSU Collaborative Dyslexia Module on Assessment: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/; see TPE 7.10 comments tagged in the syllabus in the course schedule for WK 6 for a detailed description of the assignment as</p>	<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u></p> <p>Case study project, implement literacy instruction and collect, analyze and reflect on 15 data points</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>Lecture WK 6: Assessments and Accommodations in K-12 ELA for Students with Disabilities CA Dyslexia Guidelines: Assessment and Screening (Ch. 9, Appendix A); see TPE 7.10 Comments tagged in the Syllabus course schedule in "Week 6" as evidence of the concept being introduced</p> <p><u><i>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</i></u></p> <p>Stewart, R., Zebehazy, K. T., & Holbrook, M. C. (2022). Using appropriate assessment to plan braille literacy instruction. <i>Journal of Visual</i></p>	<p>evidence of the concept being practiced</p> <p><u><i>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</i></u></p> <p><u><i>Week 4</i></u> ACTIVITY 2 Assess student performance and design an intervention program</p>	

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<i>Impairment & Blindness, 116(3), 417–424.</i>		
Determine students’ strengths and needs in functional vision, learning media, and expanded core curriculum and their programmatic implications.	<i>EDSP 4650L Functional Vision Assessment for Students with VI</i> Week 2 Reading - Foundations of Education Chapter. See in syllabus course schedule, column 2, topics.	<u>EDSP 4651L Learning Media Assessment for Students with VI</u> Day 2 & 3 Learning modules 1 & 2 See in syllabus course schedule, column 2, topics.	<u>EDSP 4651L Learning Media Assessment for Students with VI</u> Final Comprehensive assessment assignment - students must conduct a comprehensive assessment to determine eligibility, sensory efficiency, and access needs; reflection on data also should include recommendation for further assessment. See in syllabus course schedule, column 2, topics.
Understand how to appropriately assess and interpret results for English learner students.	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Lecture WK 10: Focus on ELLs: Identification and classification of ELLs; Assessment and language intervention for EL and non EL	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> 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	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs:</u> Signature Assignment: Language Sample: Sections Communicative Content (pp. 21); see TPE 7.10 comments

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		<u>EDSP 4651L Learning Media Assessment for Students with VI</u> Day 3 English Language Matrix. See in syllabus course schedule, column 2, topics.	analysis; using the SALT framework and attaching it to an ELA/ELD standards
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; and formulate and implement individualized intervention for students who need Tier 3 intensive support.	<u>EDSP 4000 Foundations of Special Education</u> – Assignment <u>Project A</u> : “Observation and Interview Summary”; see TPE 7.10 Comments tagged in the Syllabus on pp. 27-28 for a detailed assignment description; as evidence of the concept being introduced	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> : 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 <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part I; Assignment <u>Wk 6</u> (p.8: Interview Family); see TPE 7.10 Comments tagged in the Syllabus course schedule WK 6 as evidence of the concept being practiced	<u>EDSP 4010- Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs</u> : 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 <u>EDSP 4050- Instruction in English Language Arts for K-12 Students with Disabilities</u> Signature Assignment: Diagnostic Reading Assessment Part IA; Background Information; see TPE 7.10 Comments tagged in the Syllabus p. 18 as evidence of

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			the concept being 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).

	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, school psychologists, occupational therapists, physical therapists, AAC facilitators, DHH teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with visual impairments who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.</p>	<p><u>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</u> Week 3 Module Highlighting Deaf blindness communication. Communication and Behavior. See in syllabus Week 3, column 3 Activities. Week 3 Readings Keys to Educational Success Chapter 3, Chen and Downing Chapter 3. Behavior as communication - Module 3) Reading: Tactile Strategies got children who have visual impairments and multiple disabilities - Chen and Downing chapter 5) & Keys to Educational Success - Sacks and Zatta chapter 7 See in</p>	<p><u>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</u> Week 9 Assignment Functional communication Assignment. See in syllabus, week 9, column 3 activities.</p> <p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> - the Dyslexia case study assignment</p>	<p><u>EDSP 4651L Learning Media Assessment for Students with VI</u> Comprehensive assessment assignment - students must conduct a comprehensive assessment to determine eligibility, sensory efficiency, and access needs; reflection on data also should include recommendation for further assessment</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>syllabus week 3, column 4 assignments/readings.</p> <p><u>EDSP 4670 Low Incidence Early Childhood Special Education</u> <u>Week 13</u> lecturer guest speaker Language is addressed - Impact of vision loss on learning and development (module 7) & Deafblindness (impact on communication) (module 13) - Reading: Early Focus - Pogrud and Fazzi chapters 3&4. See in syllabus column 2 topics.</p>		<p><u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> Case study - analyze the 15 data points and reflect on progress</p>
<p>TPE 7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional</p>			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
assistants, interpreters/interveners, AAC facilitators) 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.	<u>EDSP 5760 Seminar in Visual Impairment and Additional Disabilities</u> <u>Week 3 Module</u> Highlighting Deaf blindness communication. Communication and Behavior. Guest speaker from CA Deafblind Services. See in syllabus Week 3, column 3 Activities.	<u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> <u>Week 11 Circle Time Project</u> Analyze a circle time activity that addresses a literacy standard then identify the ELA/ELD standard, also address what braille standards should be addressed. See in syllabus, course schedule, Week 11, column 4, assignments and readings	<u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u> EL assignment – using EL Matrix assessment as a collaborative approach to assessment and language sample analysis; using the SALT framework and attaching it to an ELA/ELD standards
TPE 7.14 Utilize assistive technology (e.g., braille writers; keyboarding; speech-to-text/text-to-speech; alternative file formats, including audio, multimedia; AAC) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language, voice output devices) as needed to support the teaching of literacy that integrates			

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
reading, writing, listening, and speaking or communicating tactilely in discipline-specific ways.	<p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Week 1 Reading Kamei-Hannan, C., Tuttle, M. J., & Songkhao, R. (2023). A conceptual framework for digital competence of students with low vision and blindness. <i>Journal of Visual Impairment & Blindness</i>, 117(1), 7-18. See in syllabus Column 4 Readings/Notes.</p>	<p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Week 12 Activity Create a CVI video Create a CVI video See in syllabus Column 3 Readings/Notes.</p> <p>Week 13 Activity Create an audio described video See in syllabus Column 4 Readings/Notes.</p>	<p><u>EDSP 4662 Specialized Technology for Individuals with Visual Impairments</u></p> <p>Week 16 Final project AT Assessments See in syllabus week 16, Column 3 Readings/Notes.</p>
<p>7.1 Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (CA Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects, California English Language Development Standards, CA Braille Reading Standards, CA Infant/Toddler Learning and Development</p>	<p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u></p> <p>Week 3 Reading: Early Literacy, Language</p>	<p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u></p> <p>Week 11 Circle Time Project</p>	<p><u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u></p> <p>Week 15 Storybox</p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
Foundations, and CA Preschool Learning Foundations); the themes of the California English Language Arts Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Preschool Curriculum Framework and California Infant Toddler Curriculum Framework.	Development and Literacy Beginning with Braille (Swensen) chapters 5-6 & Foundations of Education (Holbrooks, Kamei-Hannan and McCarthy) chapter 9 see TPE 7.1 in the syllabus, course schedule, Week 3, column 4, assignments and readings	Analyze a circle time activity that addresses a literacy standard then identify the ELA/ELD standard, also address what braille standards should be addressed. See in syllabus, course schedule, Week 11, column 4, assignments and readings	activity - an extension of the book adaptation where the students are given a case study, must adapt the book and create a follow up extension lesson plan activity for the student (LPA rubric 2.6). See in syllabus, course schedule, Week 15, column 4, assignments and readings
7.3 Incorporate evidence-based asset-based pedagogies, inclusive approaches (as appropriate based on assessed functional vision, learning media, and expanded core curriculum), and culturally and linguistically affirming and sustaining practices in literacy instruction and incorporating the diversity of students' cultures, languages, dialects, communication needs, and home	<u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Week 6 Reading: Coleman, M. A., & Harrison, J. (2022). Cultural Diversity in	<u>EDSP 4660 Literary Braille Code for Individuals with Visual Impairments</u> Week 11 Circle Time Project	<u>EDSP 4652 Specialized Literacy Instruction for Students with Visual Impairments</u>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
communities. Promote students’ literacy development in languages other than that English in multilingual (dual language and bilingual education) programs	Children’s Braille Books. <i>Journal of Visual Impairment & Blindness</i> , 116(2), 127–140. see TPE 7.3 in the syllabus, course schedule, Week 6, column 4, assignments and readings	Analyze a circle time activity that addresses a literacy standard then identify the ELA/ELD standard, also address what braille standards should be addressed. See in syllabus, course schedule, Week 11, column 4, assignments and readings	EL assignment – using EL Matrix assessment as a collaborative approach to assessment and language sample analysis; using the SALT framework and attaching it to an ELA/ELD standards
7.4 Provide evidence-based literacy instruction for students with visual impairments that considers the implications of functional vision, learning media and the expanded core curriculum, including instruction using alternate media such as braille and digital text, adapted materials, and low vision and AAC devices, and that is active, motivating, and engaging; responsive to students’ age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional methods, materials, and tasks, and identified academic standard.	<u>EDSP 4650L</u> <u>Functional Vision Assessment for Students with VI</u> Week 3 Reading Foundations of Education Chapter. See in syllabus course schedule, week 3, column 4 assignments/readings due.	<u>EDSP 4650L</u> <u>Functional Vision Assessment for Students with VI</u> weeks 3, 8, 11-13 - Modules 1-3 See in syllabus course schedule, weeks 3, 8, 11-13, column 4 assignments/readings due. See in syllabus course schedule, week 3,	<u>EDSP 4650L</u> <u>Functional Vision Assessment for Students with VI</u> Week 5 & 6, 9 & 10, 15 - FVA/CVI Assessments See in syllabus course schedule, week 3, column 4

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		column 4 assignments/readings due.	assignments/readings due. <u>EDSP 4651L Learning Media Assessment for Students with Visual Impairments Day 3 English Language Matrix</u> . See in syllabus course schedule, column 2, topics. <u>Day 2 Basic Reading Inventory</u> See in syllabus course schedule, column 2, topics.

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			Final Learning Media Assessment Report See in syllabus course schedule, column 2, topics.