

Education Specialist Extensive Support Needs TPEs Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, it should be noted when the candidate is introduced (I), practices (P), and is assessed (A) for the competency. These notations may occur under more than one course heading, **Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.** (For an example, refer to the instructions for Program Review under the Course Matrix section on the CTC's website.)

Note: I, P, A designations link to full syllabus; text notations link to specific component, assignment, reading, etc.

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities – Universal TPEs Beginning teachers:	SPED 420 Foundations of Inclusive Education	SPED 430 Assessment & IEP	EDUC 425 Language & Literacy	SPED 421 Literacy Assessment & Intervention Practicum 1	EDUC 426 Intro Teaching Practices	EDUC 440 Intermediate Teaching Practices	SPED 422 Literacy Assessment & Interventions Practicum 2	EDUC 443 Advanced Teaching Practices, Single Subject	EDUC 491 Subject Specific Pedagogy History, PE, Visual/Perf Arts	EDUC 492 Subject Specific Pedagogy Math Science	SPED 450 Inclusive Ed Systems: Law, Behavior, Case Management	SPED 497E Intro Supervised Student Teaching	SPED 498E Advanced Supervised Student Teaching
U7.1 Plan and implement evidence-based literacy ^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.			I Literacy Standards & Lesson Plan Design Lecture Week #2		I	P Syllabus Updated Topics		P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms
U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).			I UDL & Learning Theories Lecture Dyslexia Lecture					P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms

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U7.3 Incorporate asset-based pedagogies, ⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs. ⁵			! UDL & Learning Theories Lecture					P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms
U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, 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 materials and tasks, and identified academic standards.			! UDL & Learning Theories Lecture					P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms
U7.5 Foundational Skills. ⁶ Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. 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.			! Syllabus Updated Topics			! Syllabus Updated Topics		P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms

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U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.						I P Syllabus Updated Topics		P Socratic Seminar on Curriculum Transparency Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms
U7.7 Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			I Syllabus Updated Topics		I ELD Emphasis Course Schedules			P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms
U7.8 Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.					I ELD Emphasis Course Schedules			I P Cooperative Learning Structures Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms

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U7.9 Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.7			I P Syllabus Updated Topics Co-Teaching Lesson				P Lesson plan template	I P Classroom Resource Project Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms	
U7.10 Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.9 If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.			I Syllabus Updated Topics		I P Syllabus Updated Topics		P Lesson plan template	P Lesson plan template	P Lesson plan template		A Observation forms	A Observation forms	

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<p>U7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>					<p>I ELD Emp hasis Course Schedule</p>			<p>P Lesson plan template</p>	<p>P Lesson plan template</p>	<p>P Lesson plan template</p>		<p>A Observation forms</p>	<p>A Observation forms</p>

<p>TPE Domain 7: Effective Literacy Instruction for Students with Disabilities – Mild to Moderate Support Needs TPEs</p> <p>Beginning teachers:</p>	<p>SPED 420 Foundations of Inclusive Education</p>	<p>SPED 430 Assessment & IEP</p>	<p>EDUC 425 Language & Literacy</p>	<p>SPED 421 Literacy Assessment & Intervention Practicum 1</p>	<p>EDUC 426 Intro Teaching Practices</p>	<p>EDUC 440 Intermediate Teaching Practices</p>	<p>SPED 422 Literacy Assessment & Interventions Practicum 2</p>	<p>EDUC 443 Advanced Teaching Pedagogy teaching Practices</p>	<p>EDUC 491 Subject Specific Pedagogy History, PE, Visual/Perf Arts</p>	<p>EDUC 492 Subject Specific Pedagogy Math Science</p>	<p>SPED 450 Inclusive Ed Systems: Law, Behavior, Case Management</p>	<p>SPED 497E Intro Supervised Student Teaching</p>	<p>SPED 498E Advanced Supervised Student Teaching</p>
<p>MM 7.1 Apply the knowledge of students’ assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students’ progress in literacy development.</p>	<p>I Syllabus Updated Topics Lesson Plan #1 UDL Lesson plan 2 Community Based Learning</p>	<p>I P Case Study Assignment</p>		<p>P Literacy Profile Lesson Plan SPED 421.422</p>			<p>P Literacy Profile Lesson Plan SPED 421.422</p>					<p>A Observation forms</p>	<p>A Observation forms</p>
<p>MM 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.</p>	<p>I Syllabus Updated Topics Passmore & Zarate Solone et al. P Family & Culture Plan Inclusive Classroom Toolkit</p>	<p>I P Case Study Assignment</p>		<p>P Literacy Profile</p>								<p>A Observation forms</p>	<p>A Observation forms</p>

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<p>MM 7.3 Collaborate with other service providers (e.g., general education teachers, speech- language therapists, instructional assistants) 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) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.</p>		<p>I P Case Study Assignment</p>										<p>A Observation forms</p>	<p>A Observation forms</p>
<p>MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).</p>	<p>I Syllabus Updated Topics Lesson Plan #1 UDL Lesson plan 2 Community Based Learning</p>	<p>I P Case Study</p>		<p>P Lesson Plan SPED 421.422</p>			<p>P Lesson Plan SPED 421.422</p>					<p>A Observation forms</p>	<p>A Observation forms</p>
<p>MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.</p>	<p>I Syllabus Updated Topics M & S 1 -4, 10 Geist & Erickson P Lesson Plan 1</p>	<p>P Lesson plan template</p>	<p>P Lesson plan template</p>	<p>P Lesson Plan SPED 421.422</p>			<p>P Lesson Plan SPED 421.422</p>		<p>P Lesson plan template</p>	<p>I AT Overview Slides AAC Notes</p>		<p>A Observation forms</p>	<p>A Observation forms</p>

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<p>EX 7.1 Apply the knowledge of student’s assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students’ progress in literacy development.</p>	<p>I Syllabus Update d Topics Lesson Plan #1 UDL Lesson plan 2 Community Based Learning</p>	<p>I P Case Study Assignment</p>		<p>P Literacy Profile Lesson Plan SPED 421.422</p>			<p>P Literacy Profile Lesson Plan SPED 421.422</p>					<p>A Observation forms</p>	<p>A Observation forms</p>
<p>EX 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.</p>	<p>I Syllabus Update d Topics Passmore & Zarate Solone et al. P Family & Culture Plan Inclusive Classroom Toolkit</p>	<p>I P Case Study Assignment</p>		<p>P Literacy Profile</p>								<p>A Observation forms</p>	<p>A Observation forms</p>

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EX 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).	I Syllabus Updated Topics Lesson Plan #1 UDL Lesson plan 2 Community Based Learning	I P Case Study										A Observation forms	A Observation forms
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<p>EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.</p>	<p>! BBS ch 6 P Perspectives of Disabilities Y</p>										<p>A Observation forms</p>	<p>A Observation forms</p>	
<p>EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.</p>	<p>! Syllabus Updated Topics M & S 1 -4, 10 Geist & Erickson P Lesson Plan 1</p>										<p>A Observation forms</p>	<p>A Observation forms</p>	