

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: 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 Pedagogy teaching Practices	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 Sourcebook P Lessons overview w A Clinical practice overview w		I ELA ELD Framework P IES guide; Lesson plan template A Clinical practice overview w	I Sourcebook P Syllabus Updated Topics IES guide A Clinical practice overview w		P Lesson plan template Instructional unit overview w A Clinical practice overview w	A Lesson plan template Clinical practice overview w	A Lesson plan template Clinical practice overview		A Observation forms ML EL journal	A Observation forms

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 Pedagogy teaching Practices	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
U7.2	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).	P UDL lesson plan IRIS module cognitive disabilities Collab AT AAC lesson		I UDL & Learning Theories Lecture Dyslexia Lecture P Lessons overview w Case study overview w Clinical Practice A Clinical practice overview w	A Literacy Profile P IES guide Lesson plan template Designed ELD lesson Integrated ELD lesson	I UDL inclusion discussion P IES guide Lesson plan template Designed ELD lesson Integrated ELD lesson	P Comprehension lesson IES guide Morphology lesson Case Study Scarborough reading rope A Clinical practice overview w	A Literacy Profile P Lesson plan template Instructional unit overview w IRIS module UDL A Clinical practice overview w	A Lesson plan template Clinical practice overview w Assessment Project	P Collaborative Plan	A Observation forms IEP & 504 journal	A Observation forms		
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			I UDL & Learning Theories Lecture A PA Vignette		I MLL intro activity Linguistics Translanguaging Activity	A PA Vignette	P Lesson plan template Assets and funds Cultural linguistic differences	P Lesson plan template A PA Vignette	P Lesson plan template Culture in the classroom		A Observation forms Effective expression journal	A Observation forms	

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			I UDL & Learning Theories Lecture	A Literacy Profile	P Designated ELD lesson Integrated ELD lesson		A Literacy Profile Case Study	P Lesson plan template Instructional unit overview	I SEL Literacy Scenarios Trauma Informed Practice A Lesson plan template	A Lesson plan template	P IRIS Module Family Engagement	A Observation forms	A Observation forms

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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.			I Syllabus Updated Topics Sourcebook Four Part Processing Explicit P Lessons overview Print Concepts Vowel Patterns Decodable Text Decoding & Encoding Case Study A Clinical practice overview Midterm Final	P Lesson Template		I Sourcebook P Syllabus Updated Topics Morphology lesson Case Study Morphology Vocabulary A Clinical practice overview Midterm Final		P Lesson plan template P Curriculum Analysis	P Lesson plan template Digital & Multimedial Text Lesson Plans Overview	P Lesson plan template CER Model Discussion Discourse Moves Discussion Lesson Plans Overview		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 Activating Prior knowledge P Designed ELD lesson Integrated ELD lesson	I Sourcebook Meaning Making P Syllabus Updated Topics Reading Comprehension Lessons Critical Literacy Presentation A Clinical practice overview Case Study Midterm Final	A Observation Form	P Socratic Seminar on Curriculum Transparency Lesson plan template Instructional unit overview	P Lesson plan template Lesson Plans Overview Children's Literature	P Lesson plan template Culture in the classroom Lesson Plans Overview		A Observation forms	A Observation forms

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 Pedagogy teaching Practices	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
U7.7 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 ELA ELD framework reading reflection questions Academic Vocabulary Discussion Translanguaging & Activity Overview P ELD Emphasis Course Schedule Picture File	P Scarborough reading rope		P Lesson plan template Instructional unit overview Socratic Seminar Cross Disciplinary Planning A Clinical practice overview	P Lesson plan template Digital & Multimodal Text A Clinical practice overview	P Lesson plan template A Clinical practice overview		A Observation forms Language Development	A Observation forms

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 Pedagogy teaching Practices	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
			I Print Concepts P Lessons overview w		I ELD Emphasis Course Schedule Writing Support Strategies P Designated ELD lesson Integrated ELD lesson	P Case Study Scarborough reading rope A Clinical practice overview w Midterm Final		P Cooperative Learning & Structures Lesson plan template Socratic Seminar Cooperative Learning & Presentation Self Assessment A Clinical practice overview w	P Lesson plan template A Clinical practice overview w	P Lesson plan template Self Assessment Discussion A Clinical practice overview		A Observation forms Effective expression journal	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.

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Beginning teachers:						P Syllabus Update d Topics Co-Teaching Lesson				P Integrated ELD lesson		A Clinical practice overview w				P Lesson plan template Instructional unit overview w Classroom Resource Project A Clinical practice overview w		P Classroom Resource Project Classroom Resource Project A Clinical practice overview w Lesson plan template		I CCSS math introduction NGSS introduction ISTE Digital Citizenship P Discourse Moves Discussion CER Model Discussion Classroom Resource Project A Clinical practice overview Lesson plan template				A Observation forms Content Knowledge		A Observation forms	
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																											

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			I Syllabus Update d Topics			P Syllabus Update d Topics		P Lesson plan template	P 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.													

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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.				I ELD Emphasis Course Schedule Designated vs Integrated ELD P Lesson plan template Designated ELD lesson Integrated ELD lesson Clinical Practice IA Term 1 Rubric			P Lesson plan template IA Term 2 Rubric	P Lesson plan template	P Lesson plan template		A Observation forms” ML EL Journal	A Observation forms	

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities – Mild to Moderate Support Needs 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 Pedagogy teaching Practices	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
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.	I Syllabus Updated Topics Lesson Plan #1 UDL Lesson plan 2 Community Based Learning	P Case Study Assignment		P Literacy Profile Lesson Plan SPED 421.422			P Literacy Profile Lesson Plan SPED 421.422					A Observation forms	A Observation forms
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.	I Syllabus Updated Topics Passmore & Zarate Solone et al. P Family & Culture Plan Inclusive Classroom Toolkit	P Case Study Assignment		P Literacy Profile								A Observation forms	A Observation forms
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 Case Study Assignment										A Observation forms	A Observation forms

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities – Mild to Moderate Support Needs 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 Pedagogy teaching Practices	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
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).	I Syllabus Updated Topics Lesson Plan #1 UDL lesson plan 2 Community Based Learning	P Case Study		P Lesson Plan SPED 421.422			P Lesson Plan SPED 421.422					A Observation forms	A Observation forms
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.	I Syllabus Updated Topics M & S 1 – 4, 10 Geist & Erickson P Lesson Plan 1	P Lesson plan template	P Lesson plan template	P Lesson Plan SPED 421.422			P Lesson Plan SPED 421.422			P Lesson plan template	I AT Overview Slides AAC Notes	A Observation forms	A Observation forms

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities – Extensive Support Needs 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 Pedagogy teaching Practices	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
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.	I Syllabus Updated Topics Lesson Plan #1 UDL lesson plan 2 Community Based Learning	P Case Study Assignment		P Literacy Profile Lesson Plan SPED 421.422			P Literacy Profile Lesson Plan SPED 421.422					A Observation forms	A Observation forms
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.	I Syllabus Updated Topics Passmore & Zarate Solone et al. P Family & Culture Plan Inclusive Classroom Toolkit	P Case Study Assignment		P Literacy Profile								A Observation forms	A Observation forms
EX 7.3 Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational 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), including early and/or functional literacy, as appropriate, that aligns with state- adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goal	I IRIS Module Common Supports IRIS Module DLL CS A Inclusive Classroom	I P Case Study Assignment		P Literacy Profile			P Literacy Profile A Case Study				A Collaborative Plan	A Observation forms IEP & 504 journal	A Observation forms

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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
EX 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.	I Syllabus Updated Topics M & S 1 – 4, 10 Geist & Erickson IRIS module cognitive disabilities P Lesson Plan 1 A UDL lesson plan	P Lesson plan template	P Lesson plan template	P Lesson Plan SPED 421.422			P Lesson Plan SPED 421.422 A Case Study			P Lesson plan template	I AT Overview Slides AAC Notes	A Observation forms IEP & 504 journal	A Observation forms
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.	I BBS ch 6 P Perspectives of Disability											A Observation forms	A Observation forms

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	I Syllabus Updated Topics M & S 1 – 4, 10 Geist & Erickson P Lesson Plan 1 IRIS module cognitive disabilities	A IRIS Module IEP					A Case Study					A Observation forms	A Observation forms