

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

Table 3.1. Teaching Performance Expectations: Foundational Skills

Indicate in which courses the literacy concepts are:

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

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

7.5/U7.5 Foundational Skills. Develop students’ skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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<p>a. print concepts, including letters of the alphabet</p>	<p>Primary Reading (PR) EDU4330 Reading on Print Concepts. Ready for RICA - Ch. 4, Flashcards: “Concepts about Print, Letter Recognition, and the Alphabetic Principle”</p> <p>Introduce and practice print concepts</p> <p>EDU4333 Sessions 1-14 Review of Foundational Skills</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>Primary Reading (PR) EDU4330 on Observation Survey Running Records</p> <p>Presentation 9 Screening and Assessment for Dyslexia in-class</p> <p>https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.3sa3uw6fmwzm</p> <p>Practice for Concepts of Print https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.1ktrr6ptzbbj</p>	<p>Primary Reading (PR) EDU4330 EDU4330 Session 14 Case study Assignment</p> <p>Put Reading First activity</p> <p>Session #8.. Science of Reading (Foundational) Final Quiz</p> <p>EDU4333 Final Assessment will be completion of the lesson plan.</p> <p>Candidates will read a lit book to the class and the Rubric will be used to assess https://docs.google.com/document/d/1SHbVLyPgRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.96rgz6mvhm51</p>
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		<p>EDU4333 Practice RICA Test(s), Concept Cards, Case Studies Practice Concepts of Print https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.sck8x57fi3bw CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 1 EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx</p> <p>EDU 4333 Session 2 https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.lr7f7lykuyhp</p>	
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		EDU 4333 Session 1 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.9hibsskuwoz	

<p>b. phonological awareness, including phonemic awareness</p>	<p>Primary Reading - EDU 4330 From Syllabus, Lecture, Session 4 . Phonological Processing, up to and including Phonemic Awareness.</p> <p>-Assigned Reading: Fundamentals Ch 7 Phonological Awareness: A Critical Foundation</p> <p>Session 5 HOW TO HELP SOUND BY SOUND READERS</p> <p>Session 6 Summary of the Relationship between Phonemic Awareness and Orthographic Mapping</p> <p>EDU4333 Session 1 and 2 Spelling, Foundational Skills needed for spelling Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 2 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.bo1ruhyvjofe</p>	<p>Primary Reading EDU 4330</p> <p>Session 4 When a student has sound by sound decoding... (PhonemicAwarenessActivities.pdf)</p> <p>Other Phonemic Awareness Tasks for practice.</p> <p>EDU4333 Spelling Session 1 & 2, In-class Introduction to Spelling and spelling rules, Foundational skills needed for spelling, use of Concept Cards for RICA, Review and write-up 1st grade Case Study</p> <p>EDU 4333 Session 2 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 1</p>	<p>Primary Reading EDU 4330</p> <p>Session 5.. One-Minute Activities with feedback to students (from Equipped), pp24-25...), and 172</p> <p>Session 5.. PA Assessment: (5 pts.) Link below Phonemic Awareness Chart: 6 Layers:</p> <p>Session 2 “Socioemotional Factors in Dyslexia.” Chapter Presentation CDG: California Dyslexia Guidelines Chapter 5</p>
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	<p>https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.jpalyoxu0hwxw</p>	<p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>Link Below.. EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc</p> <p>PR EDU 4330 Session 8.. Science of Reading (Foundational) Final Quiz (includes Phonemic Awareness).</p> <p>Session 5 Quizlet 2 (Copy of sample Quizlet 2)</p> <p>EDU4333 Use writing samples to practice stages of spelling, assess understanding of 1st grade Case Study</p> <p>Case Study CTC - EDU4333 Upper Reading Syllabus.docx</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*

<p>c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences</p>	<p>Primary Reading, EDU 4330 Syllabus Agenda, Session #6: Phonics (Encoding/Decoding), Orthographic Mapping. Instruction & Remediation.</p> <p>Assigned Reading: ... Fundamentals, Chapter 8</p> <p>Session #6 Phonics Instruction</p> <p>Primary Reading, EDU 4330 How We Read A Graphic Literacy Cartoon.pdf</p> <p>EDU4333 Foundational Skills, Spelling, Word Recognition Session 1, 2</p> <p>Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 2 https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.fvz7chrs881x</p>	<p>Primary Reading EDU 4330</p> <p>Session 5 Practice Directions, Practice and Assessment Heart Word - Heart Word Worksheet</p> <p>Candidates will choose one item from the list, create a lesson/game and present to class</p> <p>Ten Fun In-Class Letter-Sound Correspondence Activities Lexia</p> <p>Session 6 Practice: Word Chain 112 Encoding/Decoding.UFLI in-class</p> <p>EDU4333</p>	<p>PrimaryReading, EDU 4330</p> <p>Session 5.. Assessment Directions, Practice and Assesment Heart Word -Heart Word Worksheet</p> <p>Session 6 Link to Embedded Quizlet #3 Doc: Embedded Quizlet #3</p> <p>Assessment Session #6, Word Chain 112 Encoding/Decoding.UFLI</p> <p>Session 4 Structured Literacy Assignment due Session 5.</p>
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		<p>Introduce Spelling, review of foundational skills</p> <p>Pre-Reading CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Primary Spelling & Writing Conventions CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.iku7ygruzry2</p>	<p>Due Session 6 Synchronous Spelling Patterns/ Morpheme Assignment on Inflectional Morphemes</p> <p>Use Teaching Inflectional Morphemes (for Candidates) AND Teacher Copy of -ING Version UFLI Foundations</p> <p>Session 8 Final on SOR & the Foundational Skills</p> <p>EDU4333 Student's Writing Samples to analyze to determine levels, strengths, needs Focused Educational Tasks practice</p> <p>Primary Spelling & Writing Conventions</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.u48anrhb0eyg

<p>d. decoding and encoding, including morphological awareness</p>	<p>Primary Reading EDU 4330 Session 5. Syllabus Agenda, Lecture, Phonemic Awareness and Orthographic Mapping:</p> <p>Lecture: • How Orthographic Mapping for Reading and Spelling (Decoding and Encoding) Works, @Slides 17 - 25</p> <p>Lecture, Session 5, Lecture Strategies for Developing Instant Word Recognition, including Morphemic Awareness</p> <p>Lecture: Use of Morphemes in Early Grades</p> <p>EDU 4330 PR -Why Visual Memory is Not the key to Orthographic Mapping</p> <p>EDU4333 Session Morphology Review of Morphology Instruction and use in Upper grades CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>Primary Reading EDU 4330 Session #6. Syllabus Agenda: Say (Decode) with MePractice</p> <p>Session 7 Syllable Types</p> <p>Session 6 Practice: Word Chain 112 Encoding/Decoding.UFLI</p> <p>EDU 4333 ULR Exercises using specific words (i.e., morphology)</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>Primary Reading EDU 4330 Session 5.. Due 6 Synchronous Spelling Patterns/ Morpheme Assignment on Inflectional Morphemes., using Teacher Copy of -ING Version UFLI Foundations</p> <p>Directions for Candidates: Teaching Inflectional Morphemes with UFLI</p> <p>Final on SOR & the Foundational Skills</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			<p>Assessment: Word Chain 112 Encoding/Decoding.UFLI</p> <p>EDU 4333 ULR Morphology assignment using specific content covered in individual classrooms</p>

<p>e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)</p>	<p>PR EDU 4330 Lecture, Session 5, Lecture: How Orthographic Mapping (OM) for Decoding and Encoding Builds Fluency</p> <p>Session 9 on Multilingual learners and Fluency</p> <p>https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.lj4fs47ul8snrk=id.plx8it5nnsko</p> <p>Readings: RFR - Ch. 8 : Role in Reading Development and factors that affect development of fluency. Ch. 9: Fluency instruction and assessment.</p> <p>EDU4333 Session 7 Fluency Domain III, Case Studies) Vocabulary – emphasize morphology and use of context</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Session 9 2 links below work Fluency:-Parsing/phrasing, pacing prosody 7.5,E Modeling, understanding, Assessment</p> <p>EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc.docx Candidates will design a prosody pyramid https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.plx8it5nnsko</p> <p>EDU4333 Credential students will practice strategies during class sessions and will practice in own classrooms with student(s)</p>	<p>PR EDU 4330 Knowledge assessment on Ch. 10, 11, 17. Modeling, understanding,</p> <p>Session 8 Final on SOR & the Foundational Skills Candidates will teach each pyramid to the class and peers will review https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit?pli=1#bookmark=id.plx8it5nnsko</p> <p>Rubric for Case Study https://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf</p>
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		<p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>Scores of 10 or more indicate that the student is making good progress in fluency. Scores below 10 indicate that the student needs additional instruction in fluency. Score</p> <hr/> <p>Rubric modified from Tim Rasinski – Creating Fluent Readers</p> <p>Assessment Poster</p> <p>EDU4333 Write-Up Case Studies and practice with student in class Reflections and student samples</p> <p>Case Study CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Language Arts (LA) Schedule</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			<p>Work in groups to create a LA schedule for students</p> <p>Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx</p>

<p>f. instruction that is structured and organized as well as direct, systematic, and explicit</p>	<p>PR EDU 4330 Lecture, Session 4: Guidelines on Structured Literacy</p> <p>NOTE: Link to Lecture Slide Deck for Session 4 has been included in the syllabus. It can also be found at the following:</p> <p>#4 PR Session EDU 4330. Fall 2025.pdf https://drive.google.com/file/d/1egO-gmSQX6ks873-zKYW3qx23diAQwZ6/view?usp=sharing</p> <p>ULR EDU4333 <i>Sessions 1,2,3,5,8,9,10</i> <i>Explicit Instruction of concepts and strategies for upper grades. Each session provides systematic and explicit instruction of strategies and concepts for reading in the upper grades.</i></p> <p>Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 2</p>	<p>PR EDU 4330 Session 4 (26)</p> <p>Structured Literacy Assignment. 2 parts. (In-Class.</p> <p>Ladder of Reading Practice</p> <p>Structured Literacy Guide (also Students will set up short lessons using the guide on p.4 https://www.readingrockets.org/sites/default/files/2023-09/structured-literacy.pdf</p> <p>ULR EDU4333 Credential students will practice strategies during class sessions and will practice in own classrooms with student(s)</p> <p>EDU 4333</p>	<p>PR EDU 4330 Session 4. Sessions 4-5 Due Session 5 Structured Literacy Assessment on SL. Asynchronous.</p> <p>Session 6 (26) Assessment in class: -Teaching a Structured Literacy Approach/Focus: Fluency & Comprehension</p> <p>Candidates will be assessed using the Case Study https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.dk3un8jpdyti</p> <p>Session 8 PR EDU 4330 Final on SOR & the Foundational Skills</p>
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	<p>https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.9l224xsord5y</p> <p>Session 3 https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.fs88qxv88uij</p> <p>Session 5 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 8 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 9 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 10 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>EDU4333 Sessions 5, 6, 8, 9 Introduce strategies for comprehension, fluency, and higher-order thinking skills.</p> <p>Session 5</p>	<p>Practice with partners in class and Narrative Unit and Lit schedule</p> <p>EDU4333 Practice in different academic areas using prompts</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>EDU 4333 Narrative Unit, Language Arts Schedule</p> <p>Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	<p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 6 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 8 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 9 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>		

<p>g. connected, decodable text</p>	<p>PR EDU 4330 Lecture Using connected, decodable texts in the first and second grade classroom. Using UFLI site.</p>	<p>PR EDU 4330 Practice: Decodable Text (Fluency & Comprehension Focus)</p> <p>Session 6 In-class Partnered Practice on Decodables with Feedback</p>	<p>PR EDU 4330 Session 8 PR EDU 4330 Final on SOR & the Foundational Skills</p> <p>Session 4 Structured Literacy Assessment on SL. Candidates will work in pairs and write a short decodable book and present to class, Peers will review them https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.hmj4xl3qwl63</p> <p>Assessment in class: -Teaching a Structured Literacy Approach/ Focus: Fluency & Comprehension in Decodables.</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p>	<p>PR EDU 4330 Session 6 Lecture On: Syllable Type Chart</p> <p>Lecture, Session 5, Types of Word Recognition Strategies, including Morphology and Teaching Inflectional Morphemes.</p> <p>EDU4333 Morphology Review of Morphology instruction and use in upper grades CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330</p> <p>Syllable Type Chart and Practice in Context. Session 6</p> <p>EDU 4333 ULR Exercises using specific words (i.e., morphology) Students will use words from a specific academic area to review skills</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330</p> <p>Practice: Decodable Text (Fluency & Comprehension Focus)</p> <p>Fluency Quiz</p> <p>R EDU 4330 Final on SOR & the Foundational Skills</p> <p>EDU 4333 ULR Design a Morphology assignment using specific content covered in individual classrooms</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>Upper Level (ULR) Reading EDU 4333</p> <p>Sessions 1,3,5,8,9 Spelling and Writing Conventions, Activity for the Reading Process, Think-A- Louds, and Shared Reading, Intro- duce by activity Responses to Literature such as Questioning Techniques, Content Area Text Features, Organization of Expository Texts</p> <p>Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 3 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 5 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 8 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 9</p>	<p>EDU 4333 Partners work in class to practice the strategies and skills for each activity CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Final on SOR & the Foundational Skills</p> <p>EDU 4333 Credential students will practice these strategies and skills in their own classrooms and bring evidence to class</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p>
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7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	CTC - EDU4333 Upper Reading Syllabus.docx		

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

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

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

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.</p>	<p>EDU 4330 Interactive Read Aloud Model -The Empty Pot-Demi 7.6 Session 1, Slides 17-25</p> <p>ULR EDU 4333 Session 5, 6 Presentation on Responses to Literature, the introduction of an ELA Upper-Grade program, KWL, Cloze procedure, Bloom’s Taxonomy</p> <p>Session 5 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 6 CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>EDU 4330</p> <p>Session 2 DUE: Bring Read Aloud book with annotations and vocabulary list 7.6 P</p> <p>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.f26i9p3qgsim</p> <p>EDU 4333 Students will practice in class and will have chosen a book to use for their class to build a unit CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>EDU 4330 Read Aloud Assignment</p> <p>EDU 4333 Students will continue to work on Literature Units</p> <p>Literature Unit CTC - EDU4333 Upper Reading Syllabus.docx</p>

<p>Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>	<p>PR EDU 4330 <u>Comprehension Presentation</u>. Session 11. Research based comprehension techniques.</p> <p><u>RFR- Ch. 13:</u> Comprehension Instruction Before During and After.: Gr. K-3.</p> <p>EDU4333 Sessions 5,8,9,10,11,13,14 Questioning Techniques, Literature Circles, Case Studies to analyze strengths and weaknesses when reading text, Content area features</p> <p>Session 5 <u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p> <p>Session 8 <u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p> <p>Session 9 <u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p> <p>Session 10</p>	<p>EDU 4330 In addition candidates must work with a student in reading.</p> <p><u>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.370l2ix0pajs</u></p> <p>EDU4333 Students will practice Lit Circles, analyzing Case Studies, How to find evidence in text</p> <p>Session 8 <u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p> <p><u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p>	<p>PR EDU 4330 <u>Read aloud Assignment</u></p> <p>EDU4333 Using books for Lit Units to develop a Lit Circle</p> <p>Session 8 <u>CTC - EDU4333 Upper Reading Syllabus.docx</u></p> <p><u>https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7jjql7f21yva</u></p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	<p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 11 https://docs.google.com/document/d/1SHbVLyPgRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.byz3vferoq96 https://docs.google.com/document/d/1SHbVLyPgRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.f9hxw37t6xsj</p> <p>Session 13 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.9c0g60x6wpaf https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.dk3un8jpdytj</p> <p>Session 14 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7jjql7f21yya</p>		

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>7.7/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.</p>	<p>EDU 4333 Session 6, 10, 11, Strategies and skills to support all students (including ELL’s) language development, balancing information and literacy texts</p> <p>Session 6 CTC - EDU4333 Upper Reading Syllabus.docx https://keystoliteracy.com/blog/oral-language-the-foundation-for-reading-and-writing/</p> <p>Session 10 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 11 CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>EDU 4333 Practice differentiating roles of teacher and student, difference between vocabulary and academic language CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLYpQrMBxT8bJhCGyMIOhlsxi6FG7/edit#bookmark=id.gu98opxwg10k In class activity to practice Oral and Written Language https://docs.google.com/document/d/1SHbVLYpQrMBxT8bJhCGyMIOhlsxi6FG7/edit#bookmark=id.19b6ylq48t7l</p>	<p>EDU 4333 During class, students will develop a formative assessment to use in the classroom. Assessment will be used in the classroom Candidates do Peer Review of oral and written assessment for this activity CTC - EDU4333 Upper Reading Syllabus.docx CTC - EDU4333 Upper Reading Sylabus.docx</p> 

<p>Create environments that foster students' oral and written language development, including discipline-specific academic language.</p>	<p>PR EDU 4330 Session 1, Cambourne/Dweck lecture to understand asset-based pedagogies and how it is incorporated in a literacy classroom. 7.3 Asset-based vocabulary practice.</p> <p>Session 9, Focus on Multilingual Learners instruction strategies. Chapter 17: Literacy Instruction for English learners. Discuss variables that affect literacy acquisition, consider stages, outline similarities and differences when teaching multilinguals.</p> <p>EDU4333 Sessions 7, 9, 10 Strategies for identifying vocabulary and academic vocabulary</p> <p>Session 7 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 10 CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Practice strategies and techniques with a student.</p> <p>https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.370l2ix0pqjs</p> <p>EDU 4333 Partner practice identifying academic vocabulary specific to content areas</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.gu98opxwg10k</p>	<p>PR EDU 4330</p> <p>Case Study assignment</p> <p>EDU 4333</p> <p>Developing different vocabulary and academic vocabulary for different academic areas with students</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.gu98opxwg10k</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
		<p>Candidates will choose academic area and use the 8 strategies for building academic language to provide a model for each one</p> <p>https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley</p>	<p>Candidates will use the Frayer Model to create an assignment using an academic discipline and language</p> <p>https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.fa32rrhf7aaw</p>

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	<p>EDU 4330 Sessions 13 & 14 Writing Writer’s workshop</p> <p>https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7r86lvh6p42</p> <p>Session 10 Language development using diverse texts https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.e4zjbxvytzkk</p> <p>Multimedia Texts https://www.readingrocks.org/topics/ed-tech-and-digital-media/articles/using-multimedia-support-reading-instruction</p>	<p>EDU 4330 Sessions 13,14, and 15 Journaling practice and sharing.</p> <p>EDU4333 Session 2 Link below</p> <p>https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.7r86lvh6p42</p> <p>Link to syllabus with link to Multimodal learning strategies https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.1h5jnzsb5aqw</p>	<p>EDU 4330 Sessions Session 15 Writing Lesson Video</p> <p>Multimedia Texts Candidates will write a self-reflection on this assignment including an evaluation of the diverse modes they chose for each student. https://docs.google.com/document/d/1kIoSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.sr5pqi mbprgs</p>

<p>Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>	<p>EDU 4330 Session 9 Introduction to Translanguaging (click numbers at bottom of slide deck to move to slides 41-61) Slides 41-61</p> <p>Reading: Fundamentals: Chapter 17: Literacy Instruction for English learners</p> <p>EDU 4333 Translanguaging CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>EDU 4107 Fnds for Teaching English Learners</p> <p>Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx</p> <p>SDAIE Lesson Presentation + Rubric EDU 4107 Foundations for Teaching English Learners.docx</p> <p>Individualized Lesson Plan for English Learner + Rubric</p>	<p>EDU 4330 Session9 Pair share how to incorporate pedagogical approach that embraces the fluid language practices of multilingual students.</p> <p>EDU 4333 Provide examples of translanguaging for specific languages</p> <p>EDU 4107 Fnds for Teaching English Learners</p> <p>Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx</p> <p>SDAIE Lesson Presentation + Rubric EDU 4107 Foundations for Teaching English Learners.docx</p> <p>Individualized Lesson Plan for English Learner + Rubric</p>	<p>PR EDU 4330 Paragraph Summary of how to incorporate Fluency for Multilinguals into classroom. Slide 54</p> <p>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.w4tzkk1y218t</p> <p>EDU4333 Candidates will develop a list of multilingual resources for use in the classroom. Candidates will choose 4 idioms and present them in the different languages of children in the classroom and look at the different meanings for each idiom.</p>
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	<p>EDU 4107 Foundations for Teaching English Learners.docx</p> <p>EDU 4113 SPED for the Classrm Teacher</p> <p>Teaching English Learners Effective Practices EDU 4110 SPED for Classroom Teacher.docx</p> <p>People First Language Effective Practices EDU 4110 SPED for Classroom Teacher.docx</p> <p>EDU 4200 Classrm Management for SPED Teachers</p> <p>Teaching English Learners Effective Practices EDU 4200 Program Management .docx</p> <p>People First Language Effective Practices EDU 4200 Program Management .docx</p>	<p>EDU 4107 Foundations for Teaching English Learners.docx</p> <p>EDU 4113 SPED for the Classrm Teacher</p> <p>Teaching English Learners Effective Practices EDU 4110 SPED for Classroom Teacher.docx</p> <p>People First Language Effective Practices EDU 4110 SPED for Classroom Teacher.docx</p> <p>EDU 4200 Classrm Management for SPED Teachers</p> <p>Teaching English Learners Effective Practices EDU 4200 Program Management .docx</p> <p>People First Language Effective Practices EDU 4200 Program Management .docx</p>	<p>EDU 4333</p> <p>Candidates will choose 2</p> <p>Activities from the link below and give their own example for each one</p> <p>https://www.tesol.org/blog/posts/6-translanguaging-activities-to-foster-writing-for-multilingual-learners-of-english/</p>
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<p>7.8/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.</p>	<p>EDU 4330 Session 13 Writing Process part 1: Slides Topic generation, explicit instruction, cycle of writing Narrative writing.</p> <p>EDU 4333, 1,8, 11 Writing Skills - Developing Writing Skills Presenting Writer’s Workshop, expanding Lit Circles and Peer Editing</p> <p>Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 8 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Collaborative Learning Through Student Discussion... https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.b9awdcndc5w7 Teaching Effective Expression... https://www.youtube.com/watch?v=gKxoisO7oHM</p>	<p>EDU 4333 Session 1, 8, 11 Students analyze a student’s writing (in their class, practice Literature Circles, and Writer’s Workshop) Development and practice with questions that promote dialogue</p> <p>Session 1 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Session 8 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Chapter 1 - GREAT EXPECTATIONS...practice Lit Circles to develop expression as they write, discuss, develop, and present and use language conventions</p>	<p>EDU 4333 Session 1, 8, 11 Class- rm samples self-assessment of Literature Circle they presented in class, and Writer’s Workshop by answering questions</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>Peer Assessment for Lit Unit https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.hfyion7qn8ks</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	Session 11 CTC - EDU4333 Upper Reading Syllabus.docx	https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.w9v8akrxkuh9 Session 11 CTC - EDU4333 Upper Reading Syllabus.docx	

<p>Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.</p>	<p>EDU 4330 Session 14 Writing Part 2: Plan, revise, edit, independence, stamina, shared writing, interactive writing, routines, environment, stamina, min EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx -lesson.</p> <p>EDU4330 #14 Teaching Peer Feedback https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.yiydtf4wh3p</p> <p>https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.hejmw66j0jqk</p> <p>EDU 4333 Session 11 Writer’s Workshop</p>	<p>EDU 4330 Session 14 Writing Assignment to use in student teaching/ internship. Candidates provide annotations (either on the video or a document) for the clip that includes a brief rationale for the teaching practices recorded. The annotation should include the following: Student engagement, positive learning environment, expectations for learning, and monitoring for student understanding.</p> <p>EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.lhrvd1x4qb9</p> <p>EDU 4333 Collect writing samples and practice using writing samples from students in classroom</p>	<p>EDU 4330 Session 14 Performance Task: Writing Lesson Writing Lesson Video :</p> <p>EDU 4333 Results from Writing Samples</p> <p>Candidates are assessed using Writer’s Workshop and the Case Study CTC - EDU4333 Upper Reading Syllabus.docx See links below:</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	CTC - EDU4333 Upper Reading Syllabus.docx	CTC - EDU4333 Upper Reading Syllabus.docx	https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.lq9xt9w9q1bw https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.lq9xt9w9q1bw https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMl0hlsxi6FG7/edit#bookmark=id.wxrvsxp8jgm6

<p>Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.</p>	<p>EDU 4330 Reading chapter 18 Technology for Elementary Literacy Instruction page 316</p> <p>Assistive Technology EDU4330 https://www.readingrockets.org/topics/assistive-technology/articles/assistive-technology-writing</p> <p>EDU 4113 Tech Apps in the Classroom Tech Tools/Teaching with Tech EDU 4113 Tech Apps in the Classroom.docx</p> <p>EDU 4207 Teach for SPED AT to Support Writing EDU 4207 Tech in SPED.docx</p> <p>AT to Support Reading Syllabus EDU 4252 Fall 2024.docx</p>	<p>EDU 4330 Sessions 13 & 14 Writing Writer's workshop</p> <p>Practice with a student. Choose 3 tools for a student to use. https://www.learning.com/blog/connection-keyboarding-and-literacy/</p> <p>EDU 4113 Tech Apps in the Classroom Tech Tools/Teaching with Tech EDU 4113 Tech Apps in the Classroom.docx</p> <p>EDU 4207 Tech for SPED AT to Support Writing EDU 4207 Tech in SPED.docx</p> <p>AT to Support Reading Syllabus EDU 4252 Fall 2024.docx</p>	<p>EDU 4330 Sessions 13 & 14 Case Study and Writing Video Assignment</p> <p>Candidates will write a summary of their student and the three tools they used. Students will post on the Discussion Board and receive feedback from 3 other candidates. https://docs.google.com/document/d/1kloSuMvvZ4yUx8OM8rypV4uCOURlwO5/edit?pli=1#bookmark=id.33vd0vcllawz</p>
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	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
	At to Support Communication EDU 4207 Tech in SPED.docx	At to Support Communication EDU 4207 Tech in SPED.docx	

	Introduce and Primary Coverage of Concepts	Opportunities to Practice	How Assessed
<p>Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>	<p>4330 Session 14 Slide 54 -Letter Formation and Conventions Letter Formation https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/?srsltid=AfmBOoo7VA1C_HzoaFHox5Bfw6dDcwKPatIOfjCa9Yax-ftGQa-1Bjsq https://www.theottoolbox.com/letter-formation/ Writing Writer's workshop See Balanced Literacy Diet Share Resources</p>	<p>EDU 4330 Sessions 14 Writer Workshop Side Deck Writing Writer's workshop With a partner, using the letter formation chart teach each other how to write 5 letters. https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit#bookmark=id.gspr3hgsicov</p>	<p>EDU 4330 Sessions 14 Video Recording of Writing Lesson Case Study and Writing Video Assignment</p>

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

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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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<p>TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;</p>	<p>PR EDU 4330 Lecture, Session 4: Asset-Based Adaptations and UDL for Dyslexic and other struggling readers ,udlguidelines.cast.org UDL: The UDL Guidelines</p> <p>EDU 4333 Session 7 UDL Guidelines</p> <p>Session 7 CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>https://www.readingrockets.org/topics/curriculum-and-instruction/articles/response-instruction-and-universal-design-learning-how</p> <p>https://teaching.uic.edu/cate-teaching-guides/inclusive-equity-minded-teaching-practices/universal-design-for-learning-udl/</p>	<p>PR EDU 4330 Multiple Means. Practice & Assessment of UDL</p> <p>EDU 4333 Work in small group to use guidelines for students</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.oeu0wsn16xci</p> <p>https://www.youtube.com/watch?v=QI7RZHWNcuM</p>	<p>PR EDU 4330 MultipleMeans. Practice & Assessment of UDL</p> <p>EDU 4333 Practice with students, set up different strategies for students under 3 of the guidelines</p> <p>https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.m9asoaghpr5z</p> <p>Candidates will use the Rubric in the link below to create a lesson plan using UDL Guidelines</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.owdb9x2sxffi https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.4yiru9yidhvww		https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.wqr4whl679rj

<p>Plan and implement evidence-based literacy instruction (and integrated content and nb instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);</p>	<p>PR EDU 4330</p> <p><i>Session 4.. MTSS Lecture and Basic Flow of Assessment</i></p> <p>Candidates will view the video as an Intro to MTSS. Then with a partner create a presentation from given information.</p> <p>https://www.youtube.com/watch?v=KiYIXH0979A</p> <p>https://ocde.us/MTSS/Pages/CA-MTSS.aspx</p> <p>x</p>	<p>PR EDU 4330</p> <p><i>Session 5, Intervention Practice Exercise and Assessment in Tier 1, 2, 3</i></p> <p>Candidates will share brief with each other to understand MTSS</p> <p>Lessons From the Pilot of MTSS School-Site Implementation</p>	<p>PR EDU 4330</p> <p><i>Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3</i></p> <p>EDU 4330 Primary Reading.Spring 2025 Syllabus.Descriptors.ctc..docx</p> <p>Candidates will research how MTSS is used in their school site and present a slide presentation.</p> <p>https://docs.google.com/document/d/1wryJsfhrPQcjinfoGdjy-MaGBHegocYPN/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*

<p>Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p>	<p>PR EDU 4330 Session 4 Candidates Read and present on a chapter from the CDG. (California Dyslexia Guidelines).</p> <p>EDU 4333 Session 12 Review of California Dyslexia Guidelines</p> <p>https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf</p> <p>Session 12 CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Session 4.. Signs & Symptoms of Dyslexia with Practice and Assessment of Student Chart for Dyslexia Symptoms In small groups, candidates will practice strength and needs using Case Studies from link below. Students will also decide on a plan of action.</p> <p>Using Case Studies to Understand Dyslexia Breakout Session Wasatch Reading Summit October 3rd, 2018</p> <p>EDU4333 Complete Modules from UC-CSU CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Session 4.. Signs & Symptoms of Dyslexia with Practice and Assessment of Student Chart for Dyslexia Symptoms Ses 4</p> <p>EDU4333 Identify students diagnosed with Dyslexia and those with reading difficulties including use of strategies used along with diagnosis</p> <p>CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>EDU 4333 Each candidate will complete the Checklist and a lesson plan from the links below.</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.okq5o3cf7rbs EDU 4333 https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.m9asoaghpr5z

<p>TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.</p>	<p>PR EDU 4330 Session 4 Formative Assessment , IRI, Progress Monitoring Tool for Phonemic Awareness to Advanced Level.</p> <p>EDU 4333 All Sessions Introducing IRI's, Miscue Analysis, Running Records, Think-Pair- Share, Self Assess- ment CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>PR EDU 4330 Session 4 Signs & Symptoms of Dyslexia with Practice and Assessment of Student Chart for Dyslexia Symptoms</p> <p>EDU 4333 Candidates will administer IRI's, practice other formative assessments throughout the semester https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.22mou6xaqsao</p>	<p>PR EDU 4330 Informal Assessment of PA</p> <p>EDU 4330. Session 3 Signs andSymptoms Dyslexia Chart Assignment.</p> <p>EDU 4333 Candidates will write up observations and analysis of assessments in their clinical placement and present formative assessment administered CTC - EDU4333 Upper Reading Syllabus.docx https://docs.google.com/document/d/1SHbVLYPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.22mou6xaqsao</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
			Page 1: Formative Assessment

<p>Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.</p>	<p>EDU 4330 SESSIONS 7 & 8 Presentation on Assessments: Slide Presentation</p> <p>DIBELS Training</p> <ul style="list-style-type: none"> ● Observation Survey ● Running Records history and update <p>Session 7 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.zhpk0z4nwotl</p> <p>Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.du49b8hnpj0</p> <p>CDG Chapter Presentation 9 - Screening and Assessment for Dyslexia</p>	<p>EDU 4330 Session 8 In-class performance practice: several literacy assessments. 7.5 a,e,f</p> <p>Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.du49b8hnpj0</p> <p>Candidates will use the content below to read and complete case study questions https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/IRIS_early_reading_case_study.pdf</p>	<p>DU 4330 Session 8 Discussion Questions</p> <p>Session 8 https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.du49b8hnpj0</p> <p>EDU 4333 https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.dk3un8jpdytj</p>
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	<p>https://docs.google.com/document/d/1kloSuMvzvZ4yUx8OM8rypV4uCOURLwO5/edit?pli=1#bookmark=id.du49b8hnjd0</p> <p>EDU 4333 Assessment - How to use informal assessments and screenings to determine a student's literacy profile : CTC - EDU4333 Upper Reading Syllabus.docx</p> <p>EDU 4333 https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.ugt9sgs9jrti</p>	<p>EDU 4333 Practice each session using a Case Study and assessments administered CTC - EDU4333 Upper Reading Syllabus.docx</p>	<p>https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.xuwve18r8ivz</p> <p>Candidates will be assessed by the Supervisor and Faculty member using the Observation Form and Lesson Plan for Students with Dyslexia or Reading Discrepancy at link below https://docs.google.com/document/d/1SHbVlyPqRmBxT8bJhCGyMI0hlsxi6FG7/edit#bookmark=id.f60jhbe4ubnh</p>
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	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
		https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.2lr5uu8c4q2k https://docs.google.com/document/d/1SHbVLyPqRmBxT8bJhCGyMI0hIsxi6FG7/edit#bookmark=id.2jes3dl87nz	

<p>Understand how to appropriately assess and interpret results for English learner students.</p>	<p>EDU 4330 Session 9..</p> <p>EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx</p> <p>Information ELL's and assessment in links below</p> <p>https://www.readingrockets.org/topics/assessment-and-evaluation/articles/best-practice-ells-screening</p> <p>https://www.hmhco.com/blog/ell-assessment-strategies?srsltid=AfmBOorZRLjxSZt9d1pj7SdJVvsyOgCulwDEU1etKdWLKIBSn6rSh0IZ</p>	<p>EDU 4330 Session 9..</p> <p>EDU 4330 Fall 2024 Syllabus.CH.JB.KN.Assignments.ctc..docx</p> <p>Candidates will use this article as a guide to choose one assessment to use in their clinical placement. They will bring the assessment back and share in small group giving each member of the group the assessment they can use themselves.</p> <p>https://www.edweek.org/teaching-learning/opinion-assessment-strategies-for-english-language-learners/2021/04</p>	<p>EDU 4330 Session 9</p> <p>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uC0URlwO5/edit#bookmark=id.lj4fs47ul8sn</p> <p>Candidates will use MAGICAI to generate a rubric to evaluate ELL learners on a specific lesson</p> <p>MagicSchool AI</p>
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<p>If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p>	<p>EDU 4330</p> <p><i>Session 12..</i> Read Chapter 19 Moving Forward: The Role of Reflection in Planning Literacy Instruction page 332</p> <p>EDU 4107 Fnds for Teaching English Learners</p> <p>Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx</p> <p>EDU 4110 SPED for Classrm Teacher</p> <p>Collaboration with Families EDU 4110 SPED for Classroom Teacher.docx</p> <p>Interview Project</p>	<p>EDU 4330</p> <p>Candidates must complete 5 hours working with a student in reading.</p> <p>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.370l2ix0pqjs</p> <p>EDU 4107 Fnds for Teaching English Learners</p> <p>Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx</p> <p>EDU 4110 SPED for Classrm Teacher</p> <p>Collaboration with Families</p>	<p>EDU 4330</p> <p>Candidates must complete 5 hours working with a student in reading.</p> <p>https://docs.google.com/document/d/1kloSuMvvvZ4yUx8OM8rypV4uCOURlwO5/edit#bookmark=id.370l2ix0pqjs</p> <p>EDU 4107 Fnds for Teaching English Learners</p> <p>Fieldwork Practicum EDU 4107 Foundations for Teaching English Learners.docx</p>
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	<p>EDU 4110 SPED for Classroom Teacher.docx</p> <p>EDU 4200 Program Management for SPED Teacher</p> <p>Collaborating with Families EDU 4200 Program Management .docx</p> <p>Interview Project EDU 4200 Program Management .docx</p>	<p>EDU 4110 SPED for Classroom Teacher.docx</p> <p>Interview Project EDU 4110 SPED for Classroom Teacher.docx</p> <p>EDU 4200 Program Management for SPED Teacher</p> <p>Collaborating with Families EDU 4200 Program Management .docx</p> <p>Interview Project EDU 4200 Program Management .docx</p>	
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All Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must complete the following additional tables as appropriate to the credential offered.

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

		Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<p>MM/EX 7.1 Apply the knowledge of students’ assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students’ progress in literacy development</p>		<p>PR EDU 4330</p> <p><i>Session 5. Lecture: MTSS, Structured Literacy, and Phonological Processing, SI 13</i></p> <p>Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p>	<p>PR EDU 4330</p> <p>Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 <i>Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</i></p> <p>Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p>	<p>PR EDU 4330</p> <p>Session 5 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 <i>Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</i></p> <p>Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p>

<p>MM/EX 7.2 Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.</p> <p>Candidates for the MMSN and ESN credentials enroll in EDU 4330 and EDU 4333 along with Multiple Subject candidates. While enrolled in these two reading courses, candidates are also simultaneously enrolled in their first semester clinical placement (EDU 4330) and their second semester clinical placement (EDU 4333) so that content from the reading/language arts courses is applied in their clinical placements.</p> <p>As such, content set out in MM/EX7.2 and MM/EX 7.3 is introduced, practiced, and assessed in EDU 4330 and EDU 4333 on the following pages of this document:</p> <p>Page 44 Universal TPE 7.2 https://docs.google.com/document/d/1Rgok3CacXQ75udkatHHorW8SHHHLfncL/edit#bookmark=id.hjut7pza0yqu</p> <p>Page 46 Universal TPE 7.10 https://docs.google.com/document/d/1Rgok3CacXQ75udkatHHorW8SHHHLfncL/edit#bookmark=id.vso879ic6jf0</p> <p>Page 48 Universal TPE 7.10 https://docs.google.com/document/d/1Rgok3CacXQ75udkatHHorW8SHHHLfncL/edit#bookmark=id.lf7vb6ein9c</p>		<p>PR EDU 4330Lecture Adaptations for Dyslexics and Multi-lingual learners</p> <p>Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p> <p>EDU 4234 Curriculum Modifications: MMSN</p> <p>IEP and Inclusive education https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.4whg8wj16o2k</p> <p>Creating collaborative relationships</p>	<p>PR EDU 4330 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</p> <p>Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p> <p>See Sample Lessons, Literacy Instructional Planning and Literacy Activities pages 7-8 W EDU 4252 ...</p>	<p>PR EDU 4330 Intervention Practice Exercise and Assessment in Tier 1, 2, 3 Directions: Intervention: Practice and Assessment – Tiers 1, 2 and 3 Case study</p> <p>Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities Syllabus EDU 4252 Fall 2024.docx</p> <p>EDU 4252 Final Project W EDU 42...</p> <p>EDU 4234 Curriculum</p>

		EDU 4234-01 JTotter Spring 2024 J.docx	<p>EDU 4234 Curriculum Modifications: MMSN</p> <p>Creating collaborative relationships https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.fbu5wctvpo</p>	<p>Modifications: MMSN</p> <p>IEP Project https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquggtc3</p>
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MM/EX 7.3

Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

As set out beginning on page 15 of Appendix B Response Phase III, as part of the 12 required lesson observations, there are 4 specific lesson that Multiple Subject and Education Specialist credentials are observed teaching and for which formative feedback is provided: Foundation Skill Lesson; Literature, Language and Comprehensive Component Lesson; Ongoing Diagnostics and Early Intervention Techniques Lesson, and Dyslexia Lesson. Prior to the Dyslexia Lesson , candidates are asked to complete observations of instruction for students with dyslexia, reading disorder, or reading discrepancy below level for age and/or grade. The feedback forms for these lessons and observations were provided in the original Appendix B submission and can be found marked with red ** beginning below on pages 16, 19, and 23-25. Links to these documents are also provided below.**

Foundation Skills Feedback Form

<https://docs.google.com/document/d/12mMcnsETNWjNUbXe4vBD3HNgQhsvZZIs/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Literature, Language and Comprehensive Component Feedback Form

<https://docs.google.com/document/d/151V1HxT8hqaL2To2NM-VJ4tPi2LlOotz/edit?usp=sharing&oid=102631758587587986918&rtpof=true&sd=true>

Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities

[Syllabus EDU 4252 Fall 2024.docx](#)

Week 7: EDU 4252 Core Curr Access Students w/ Severe Disabilities

[Syllabus EDU 4252 Fall 2024.docx](#)

EDU 4234 Curriculum Modifications: MMSN

IEP and Inclusive education
<https://docs.google.com/document/d/1hPBPIHnSywncdc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.4whg8wj16o2k>

Week 6: EDU 4252 Core Curr Access Students w/ Severe Disabilities

[Syllabus EDU 4252 Fall 2024.docx](#)

Week 7: EDU 4252 Core Curr Access Students w/ Severe Disabilities

[Syllabus EDU 4252 Fall 2024.docx](#)

EDU 4234 Curriculum Modifications: MMSN

Creating collaborative relationships
<https://docs.google.com/document/d/1hPBPIHnSywncdc5f5NtBNVBzMO4rYT4k/edit#>

Week 10: EDU 4252 Core Curr Access Students w/ Severe Disabilities

[Syllabus EDU 4252 Fall 2024.docx](#)

EDU 4252 Final Project

[W EDU 42...](#)

EDU 4234 Curriculum Modifications: MMSN IEP Project

<https://docs.google.com/document/d/1hPBPIHnSywncdc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.nrtkquugqtc3>

<p>Ongoing Diagnostic and Early Intervention Techniques Feedback Form https://docs.google.com/document/d/1qa6gkwzJWYISHynLVuyG2yq7i1eBnQru/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true</p> <p>Dyslexia Observations and Lessons Feedback Form https://docs.google.com/document/d/11-kjiyd2sSZyyYbpDRUt1rdhgi-Djw8v/edit?usp=sharing&ouid=102631758587587986918&rtpof=true&sd=true</p>		<p>Creating collaborative relationships https://docs.google.com/document/d/1hPBPIHnSywcndc5f5NtBNVBzMO4rYT4k/edit#bookmark=id.fbcbu5wctvpo</p> <p>All MMSN & ENS candidates in their first year of the program are required to take an all-day workshop on Creating a Legally Defensible IEP.</p> <p>https://docs.google.com/document/d/1ww4soGYSN5d8TGU22LZPGo444J_QNNY/edit#bookmark=id.du2d256ndzt7</p>	<p>bookmark=id.fbcbu5wctvpo</p> <p>See Sample Lessons, Literacy Instructional Planning and Literacy Activities pages 7-8</p> <p> EDU 4252 ...</p>	
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