

Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs

All 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

Goal: *Approximately 4 Is, Ps, & As per row*

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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>SPED 130: Session 2 "Identifying Evidence-Based Practices (EBPs)"</p> <ul style="list-style-type: none"> - Lecture and class discussion on EBPs and tiered supports systems <p>Link to Discussion I Link to Discussion II</p> <p>SPED 130: Session 11 "Identifying Evidence-Based Practices (EBPs) in Content Areas: Math, Reading and Literacy, Writing and Behavior Supports"</p> <ul style="list-style-type: none"> - Lecture and practice on EBP identification and implementation in content specific areas <p>Link to Discussion and Practice Exercise I Link to Discussion and Practice Exercise II</p>	<p>SPED 130: In-class Activity (Session 2) "Case Study Part 1 - Identifying Evidence-Based Practices"</p> <ul style="list-style-type: none"> - Students will work together to identify tier 2 and 3 EBPs. Students will demonstrate identified EBPs in class. <p>Link to Assignment</p> <p>SPED 130: In-class Activity (Session 11) "Case Study Part 2 - Development of the Multi-tiered System of Support Team (MTSS)"</p> <ul style="list-style-type: none"> - Students will work together to list and describe the role of Tier 2 and Tier 3 teams and how each tiered system selects and implements EBP interventions and monitors data to make 	<p>SPED 130 - Final Case Study Assignment (Parts 1-4)</p> <ul style="list-style-type: none"> - Students work together to create a plan to identify evidence-based practices (reading, math, behavior) and demonstrate how to implement and how to support data based decisions <p>Link to Assignment Rubric</p> <p>SPED 130 - Final Annotated Bibliography Assignment</p> <ul style="list-style-type: none"> - Students will demonstrate how evidence-based practices (reading, math, behavior) are identified in the literature and how to continue to research EBPs as a professional in the field

	<p>SPED 130: Session 14 “Team-Based Decision Making and Considerations for Transition”</p> <ul style="list-style-type: none"> - Lecture and class discussion data-based decision making (i.e., MTSS team decisions in intervention and changes in levels of support) <p>Link to Discussion I Link to Discussion II</p>	<p>team based decisions Link to Assignment</p> <p>SPED 130: (Session 13) Case Study Part 3 - “Implementation of Evidence-Based Practices (EBP)”</p> <ul style="list-style-type: none"> - Students work together to design an implementation fidelity checklist and create a data collection system for monitoring student progress <p>Link to Assignment</p> <p>SPED 137 - Evidence-based High Leverage Practices Paper Assignment</p> <ul style="list-style-type: none"> - Students will explain and describe how evidence-based practices/high leverage practices are selected based on individual student need and are reported within the research <p>Link to Assignment</p>	<p>Link to Assignment Rubric</p>
MM/EX 7.2			
Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students	<p>SPED 130: Session 1: Required Course Material “California Guidelines on Dyslexia in Schools” Chapters</p>	<p>SPED 130: Formal Academic Assessments in Special Education -In-class Activity (Session 15): Modifications</p>	<p>SPED 130 - Final Case Study Assignment (Parts 1-4)</p> <ul style="list-style-type: none"> - See attached rubric - Students work together

<p>with dyslexia and other disabilities that impact literacy development.</p>	<p>1-4</p> <ul style="list-style-type: none"> - Prior to the first class session, students will access the California Department of Education's "Guidelines on Dyslexia in Schools." Students will engage in a guided classroom discussion on the definition of learning disabilities, including dyslexia, as outlined in the Individuals with Disabilities Education Act (IDEA, 2004) <p>Link to Assigned Reading Link to Discussion Defining Learning Disabilities</p> <p>SPED 130: Session 8 "The Individual Education Plan (IEP) and Curriculum Modifications"</p> <ul style="list-style-type: none"> - Lecture and class discussion on the differences between modifications and accommodations as defined by the Individuals with Disabilities Education Act (IDEA, 2004) and how concepts affect the least restrictive 	<p>and Supports in the Classroom</p> <ul style="list-style-type: none"> - Students practice the administration of formal academic assessments, make interpretations based on findings, and identify examples of modifications and accommodations (including how/if the identified support will affect individual student educational plans) <p>Link to practice in formal assessments (Woodcock Johnson & KTEA)</p> <p>SPED 130: Session 4 "Curriculum Based Measures"</p> <ul style="list-style-type: none"> - Students practice creating and administering curriculum-based measures (CBMs) to support progress monitoring of reading acquisition, fluency, and comprehension <p>Link to lecture and in-class activity on CBMs and identification of strategies</p>	<p>to create a plan to identify evidence-based practices (reading, math, behavior) and demonstrate how to implement and how to make data based decisions</p> <p>Link to Assignment Rubric</p> <p>SPED 130 - Final Annotated Bibliography Assignment</p> <ul style="list-style-type: none"> - Students will demonstrate how evidence-based practices (reading, math, behavior) are identified in the literature and how to continue to research EBPs throughout their career <p>Link to Assignment Rubric</p> <p>SPED 130: Session 4 "Curriculum Based Measures"</p> <ul style="list-style-type: none"> - Students practice creating and administering curriculum-based measures (CBMs) to support reading and math acquisition, fluency, and comprehension and a plan to monitor student
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	<p>environment (LRE).</p> <p>SPED 130: Session 14 “Team Based Decision Making”</p> <ul style="list-style-type: none"> - Lecture and class discussion on how IEP/MTSS teams interpret assessment data and plan for accommodations and modifications to content and curriculum <p>Link to Discussion I Link to Discussion II</p>		<p>progress</p> <p>Link to Assignment</p>
MM/EX 7.3			
<p>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>SPED 130: Session 8 “The Individual Education Plan (IEP) and Curriculum Modifications”</p> <ul style="list-style-type: none"> - Lecture and class discussion on accommodations and modifications to include individual student needs as listed in the Individual Education Plan (IEP) <p>SPED 130: Session 14</p>	<p>SPED 130: Session 8 “The Individual Education Plan (IEP) and Curriculum Modifications”</p> <ul style="list-style-type: none"> - Guided practice in accommodations and modifications to include individual student needs as listed in the Individual Education Plan (IEP) <p>Link to Practice IEP Present Levels in Reading Link to Practice IEP Writing for Reading</p> <p>SPED 219: Co-Teaching in the</p>	<p>SPED 137 - Evidence-based High Leverage Practices Paper Assignment</p> <ul style="list-style-type: none"> - Students will explain and describe how evidence-based practices/high leverage practices are selected based on individual student need and are reported within the research <p>Link to Assignment</p>

	<p>“Team-Based Decision Making”</p> <ul style="list-style-type: none"> - Lecture and class discussion on how strategies to support individuals with dyslexia and reading strategies are practiced and implemented <p>Discussion and Resources I Discussion and Resources II</p> <p>SPED 137: Session 6 “IEP Development” and Session 7 “IEP Collaboration”</p> <ul style="list-style-type: none"> - Instructors introduce and discuss how the IEP process is used to select and implement evidence-based practices/high leverage practices as a collaborative effort based on various professional backgrounds and expertise <p>SPED 137 - IEP Development and Collaboration Assignment</p> <ul style="list-style-type: none"> - Students are introduced to writing measurable IEP goals prior to the selection of high leverage practices/evidence 	<p>Classroom</p> <ul style="list-style-type: none"> - Students work together to create a lesson on reading fluency and comprehension using current research in co-teaching strategies <p>Link to activity description for planning a lesson in co-teaching</p>	
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	<p>based practices to support individual student needs</p> <p>Link to in class Measurable Goals Practice Sheet</p> <p>SPED 219: Co-Teaching in the Classroom</p> <ul style="list-style-type: none">- Lecture and discussion on strategies to support co-teaching in special education <p>SPED 219: Working with Paraprofessionals</p> <ul style="list-style-type: none">- Lecture and discussion on strategies to support paraprofessional supports and teaming		
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