

Highlighted course links indicate the bookmarks will take you to a revised component of the course syllabus in response to Phase III Feedback. Where necessary, additional narrative context is provided underneath the link.

Table 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques
Preliminary Multiple Subject Program

Instructions:

*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

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
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;	ENG/EDUC 475 Language in Social Context Candidates view the UC/ CSU Collaborative for Neurodiversity and Learning. Module 4. Multilingual Learners. https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/ Which frame UDL as an important component of CORE instruction in Tier One. SPED 345: Individuals with Disabilities in Society EDMS 522: Literacy 1	ENG/EDUC 475 Language in Social Context Candidates watch a sample classroom video and discuss Tier One and Tier Two supports observed. Candidates collaborate in groups to analyze their group's assigned ELD vignette, identifying examples of UDL supports. Candidates use this in-class analysis to inform their completion of the course key assessment- ELD Vignette Analysis: Detailed instructions for this assignment are found here.	EDMS 522: Literacy 1 EDMS 522: Literacy 2

	EDMS 522: Literacy 2	EDMS 522: Literacy 1 EDMS 522: Literacy 2	
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's MultiTiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);	ENG/EDUC 475 Language in Social Context Candidates view the UC/ CSU Collaborative for Neurodiversity and Learning. Module 4. Multilingual Learners. https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/ Which frame UDL as an important component of CORE instruction in Tier One. SPED 345: Individuals with Disabilities in Society	ENG/EDUC 475 Language in Social Context Candidates use this in-class analysis to inform their completion of the course key assessment- ELD Vignette Analysis: Detailed instructions for this assignment are found here.	EDMS 522: Literacy 1 EDMS 522: Literacy 2
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the	SPED 345: Individuals with Disabilities in Society ENG/EDUC 475 Language in Social Context	EDMS 522: Literacy 1 EDMS 522: Literacy 2	EDMS 522: Literacy 1 EDMS 522: Literacy 2

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).	ENG/EDUC 475 Language in Social Context EDMS 522: Literacy 1 EDMS 522: Literacy 2		
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making	ENG/EDUC 475 Language in Social Context	ENG/EDUC 475 Language in Social Context ENG/EDUC 475 Language in Social Context EDMS 522: Literacy 1 EDMS 522: Literacy 2	EDMS 522: Literacy 1 EDMS 522: Literacy 1 EDMS 522: Literacy 2
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	ENG/EDUC 475 Language in Social Context ENG/EDUC 475 Language in Social Context	EDMS 522: Literacy 1 EDMS 522: Literacy 2	EDMS 522: Literacy 1 EDMS 522: Literacy 2
Understand how to appropriately assess and interpret results for English learner students.	ENG/EDUC 475 Language in Social Context	ENG/EDUC 475 Language in Social Context EDMS 522: Literacy 1 EDMS 522: Literacy 2	EDMS 522: Literacy 1 EDMS 522: Literacy 2
If indicated, collaborate with families and guardians as well as with teachers,	ENG/EDUC 475 Language in Social Context	EDMS 522: Literacy 1	EDMS 522: Literacy 1

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.	In this class meeting, candidates read an article by Zacarian, <i>Emphasizing the Importance of Family Engagement: A Practical Guide</i>. Zacarian stresses the importance of collaborative, asset-based engagement with the families of linguistically and culturally diverse students.	EDMS 522: Literacy 2	
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