

**DHH 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

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

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>TPE 7.2</b>			
Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning;	<p><a href="#">CSDS 201: Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Read Aloud Project</a></p> <p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Math with UDL Principles</a></p> <p><a href="#">CSDS 272: Advanced Studies in Deaf Education: Module 2 UDL (video by Florida School for the Deaf's Elementary School)</a></p>	<p><a href="#">CSDS 201: Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Read Aloud assignment</a></p> <p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Assignment</a></p> <p><a href="#">CSDS 272 Advanced Studies in Deaf Education: Content-Based Lesson Plans assignment</a></p>	<p><a href="#">CSDS 201: Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Read Aloud Rubric</a></p> <p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Rubric</a></p> <p><a href="#">CSDS 272: Advanced Studies in Deaf Education: Content-Based Lesson Plans Rubric</a></p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<p>Plan and implement evidence-based literacy instruction grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention);</p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Five Math Intervention Strategies for MTSS/RTI</a></p> <p><a href="#">CSDS 272 Advanced Studies in Deaf Education: From IFSPs to MTSS PowerPoint (Slide #7)</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Assignment</a></p> <p><a href="#">CSDS 272 Advanced Studies in Deaf Education: Content-Based Lesson Plans assignment</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Rubric</a></p> <p><a href="#">CSDS 272 Advanced Studies in Deaf Education: Content-Based Lesson Plans Rubric</a></p>
<p>Plan and implement evidence-based 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><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Strategies for Teaching Students with Dyscalculia/Dyslexia</a></p> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Module 3 Deaf and HH Plus (Dyslexia)</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Assignment</a></p> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Rubric</a></p> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project Rubric</a></p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>TPE 7.10</b>			
Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.	<a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students: Chapter 9 Assessment in Special ED - Practical Approach</a>  <a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students: Module 3: Methods of Assessment</a>	<a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students: Discussion Board #8 Assignment</a>	<a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students: Administration of Assessment and Report</a>
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.	<a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Screening</a>  <a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Module 3 Deaf and HH Plus (Dyslexia)</a>	<a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Math Lesson Observations</a>  <a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project</a>	<a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Math Lesson Observations Rubric</a>  <a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project Rubric</a>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<p>Understand how to appropriately assess and interpret results for English learner students.</p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Five Ways to Assessing English Language Learners</a></p> <p><a href="#">CSDS 262: Fundamentals of Teaching Bilingual Literacy Skills to DHH Students: Module 4</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Math Literacy Lesson Plan</a></p> <p><a href="#">CSDS 262: Fundamentals of Teaching Bilingual Literacy Skills to DHH Students: Literacy Foundational Skills Case Study Assessment</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Math Literacy Lesson Plan Rubric</a></p> <p><a href="#">CSDS 262: Fundamentals of Teaching Bilingual Literacy Skills to DHH Students: Literacy Foundational Skills Assessment Rubric</a></p>
<p>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 ASL and as appropriate in ASL and any other home language; plan and provide Tier 2 supplemental instruction in inclusive settings; and formulate and implement individualized intervention for students who need Tier 3 intensive support.</p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Five Math Intervention Strategies for MTSS/RTI</a></p> <p><a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students:Module 2: Multidisciplinary Teams</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Assignment</a></p> <p><a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students:Administration of Assessment and Report</a></p>	<p><a href="#">CSDS 263: Fundamentals of Teaching Mathematics Literacy to DHH Students: Final Project Rubric</a></p> <p><a href="#">CSDS 255: Differentiated Instruction and Assessment of DHH Students:Administration of Assessment and Report</a></p>

	<b>Introduce and Primary Coverage of Concepts*</b>	<b>Opportunities to Practice*</b>	<b>How Assessed*</b>
<b>TPE 7.12</b>			
<p>Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, specialists in ASL, school psychologists, occupational therapists, physical therapists, educational audiologists, AAC facilitators, VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for deaf students who may have a secondary disability, such as dyslexia or another disability that impacts literacy development.</p>	<p><a href="#"><u>CSDS 201: Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Module 1: Educational Service Delivery Models</u></a></p> <p><a href="#"><u>CSDS 255: Differentiated Instruction and Assessment of Deaf or Hard of Hearing Students: Module 2 Multidisciplinary Teams</u></a></p>	<p><a href="#"><u>CSDS 201: Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Discussion Board 1B Assignment</u></a></p> <p><a href="#"><u>CSDS 255: Differentiated Instruction and Assessment of Deaf or Hard of Hearing Students: IEP Observation and Reflection Report</u></a></p>	<p><a href="#"><u>CSDS 201 Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support: Discussion Board Rubric</u></a></p> <p><a href="#"><u>CSDS 258/268 Evaluation by University Supervisor/Faculty</u></a></p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>TPE 7.13</b>			
<p>Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language pathologists, physical therapists, occupational therapists, instructional assistants, interpreters/interveners, AAC facilitators) 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 ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.</p>	<p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Mainstream and Co-Teaching</a></p> <ul style="list-style-type: none"> <li>- <a href="#">Co-Teaching in STEAM with DHH Learners</a></li> </ul> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Module 3 Deaf and HH Plus (Dyslexia)</a></p>	<p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project</a></p> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project</a></p>	<p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project Rubric</a></p> <p><a href="#">CSDS 273: Topics and Trends in Curriculum and Instruction for DHH Learners: Final Project Rubric</a></p>

	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
<b>TPE 7.14</b>			
<p>Utilize assistive technology (e.g., AAC; classroom and personal hearing technology; keyboarding; multimedia;) and multiple means of communication (e.g., tactile and pro-tactile American Sign Language) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically or tactilely in discipline-specific ways.</p>	<p><a href="#">CSDS 264:Article: Integration of Technology Across the Curriculum for DHH Learners:“How Technology Assists Students Who are Deaf and HH”</a></p>	<p><a href="#">CSDS 264: Integration of Technology Across the Curriculum for DHH Learners: STEM Project</a></p>	<p><a href="#">CSDS 264: Integration of Technology Across the Curriculum for DHH Learners: STEM Project Rubric</a></p>