

Education Specialist Early Childhood Special Education TPEs Course Matrix

To ensure optimal functioning of the Course Matrix bookmark link, use an Incognito window, especially if multiple browser tabs are open.

This helps prevent potential disruptions or inaccuracies while navigating across pages.

If desired, you may view our Literacy Standard Specific Course Matrix in a separate document by clicking [here](#).

Revisions/Updates for PS 7 are in Green★

Revisions/Updates for PS 1-6 are in Blue●

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), practiced (P), and 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.)

TPE 1: Engaging and Supporting Young Children in Learning	6200	6201	6202	6203	6205	6213	6207	6204	6212	6206	6208	6209
ECSE Candidates will:												
1.1 Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.		I P	I	P			I	P			A	A
1.2 Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.	I	I	I	I P	I			P			A	A
1.3 Demonstrate understanding of young children's strengths and challenges across developmental (i.e.,language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children’s access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children’s ability to participate effectively in instruction and intervention activities.		I	I I I	I			P	P			A	A
1.4 Demonstrate knowledge of children’s language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		I	I			I					A	A
1.5 Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes.		I	I	P	I		I	P	P		A	A
1.6 Promote the child’s development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities.				I			I P	P			A	A
1.7 Implement, monitor, and adapt instruction and intervention activities to facilitate young children’s learning and progress in an ongoing, iterative manner in order to maximize young children’s learning and outcomes.			I	P			P	P			A	A

1.8 Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.			I	I			I			A	
1.9 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.						I				A	A
1.10 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				P			P			A	A
1.11 Facilitate the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).	I		I				P			A	A

TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I	E D U I
ECSE Candidates will:	6 2 0 0	6 2 0 1	6 2 0 2	6 2 0 3	6 2 0 5	6 2 1 3	6 2 0 7	6 2 0 4	6 2 1 2	6 2 0 6	6 2 0 8	6 2 0 9
2.1 Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).			I					P			A	A
2.2 Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths- based, family-centered, and culturally and linguistically responsive.			I	I					P		A	A
2.3 Organize space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.			I	P				P			A	A
2.4 Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.		I					I	P			A	A
2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.			I								A	A
2.6 Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.		I	I	P				P			A	A

TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning											
ECSE Candidates:											
	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>	<u>E</u> <u>D</u> <u>U</u> <u>I</u>
	6 2 0 0	6 2 0 1	6 2 0 2	6 2 0 3	6 2 0 5	6 2 0 3	6 2 0 7	6 2 0 4	6 2 1 2	6 2 0 6	6 2 0 8
3.1 Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.		I		I		I	I	P			A
3.2 Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children			I					I			A
3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.			I	P				P			A
3.4 Identify key content appropriate for young children as identified in California Infant/Toddler and Preschool Learning Foundations fthe Cor planning developmentally appropriate curriculum and learning activities for young children in the special education setting.		I	I	I		P					A
3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.		I	I	P				P			A
3.6 Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.			I	I							A
3.7 Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.		I		I			I	P			P
3.8 Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.		I	I								A
3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.		I	I								A

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children													E D U T
ECSE Candidates will:													6 2 0 0
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													E D U T
													6 2 0 9
4.1 Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.													
4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.													
4.3 Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.													
4.4 Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.													
4.5 Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.													
4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.													
4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.													
4.8 Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.													
4.9 Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.													
4.10 Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, child care centers, school, other community settings, homes) and across developmental and curricular domains.													
4.11 Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.													
4.12 Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.													
4.13 Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.													

TPE 5: Assessing Young Children’s Learning and Development											
ECSE Candidates will:											
	EDUIT 6200	EDUIT 6201	EDUIT 6202	EDUIT 6203	EDUIT 6205	EDUIT 6213	EDUIT 6207	EDUIT 6204	EDUIT 6212	EDUIT 6206	EDUIT 6208
5.1 Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).						I			P	A	A
5.2 Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.						I			P	A	A
5.3 Demonstrate knowledge of evidence-and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.					I	●			● P	A	A
5.4 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.				I	I	● I	I		● I P	A	A
5.5 Modify assessment procedures as acceptable within the normative parameters of the particular assessment to accommodate or compensate for the impact of the child’ disability or the child’s ability to perform on the assessment as designed.					● I				I	A	A
5.6 Use ongoing assessment data from a variety of sources and settings (e.g., information from children's' families/caregivers, records from other service providers progress monitoring, and reports from IFSP/ IEP team members) to establish meaningful, individualized learning goals and intervention activities.		I					P		● P	A	A
5.7 Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.					I				I	A	A
5.8 Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.	● I					I			P	A	A

TPE 6: Developing as a Professional Educator													E D U I
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6.1 Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.	I	I		I				I	I	I		A	A
6.2 Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.		I		I					I	I	P	A	A
6.3 Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.		I	I								P	A	A
6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).		I										A	A
6.5 Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.		I			I							A	A
6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.		I	I									A	A
6.7 Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.			I				I				P	A	A
6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).		I										A	A
6.9 Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.	I			I								A	A
6.10 Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.		I	I									A	A
6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.		I	I	I				P				A	A
6.12 Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.				I					I			A	A
6.13 Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.			I			I						A	A
6.14 Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.			I	I					I			A	A
6.15 Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.									I			A	A
6.16 Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).				I					I			A	A

6.17 Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).									I		A	A
6.18 Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.									I		A	A

TPE 7: Literacy Standard TPEs for Developmentally Appropriate Practices and English Language Development In Relation to Subject-Specific Pedagogy											
ECSE Candidates will:	EDUIT 6200	EDUIT 6201	EDUIT 6202	EDUIT 6203	EDUIT 6205	EDUIT 6213	EDUIT 6207	EDUIT 6204	EDUIT 6212	EDUIT 6206	EDUIT 6208
7.1 Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the <i>Infant/Toddler Curriculum Framework</i> and <i>Preschool Curriculum Framework</i> .				★ I		★ II		★ II			A
7.2 Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is 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–Intensive intervention); the impact of children’s disabilities on language and literacy development; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).		I	I	P		P		P			A
7.3 Incorporate asset-based pedagogies,3 inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children’s cultures, languages, dialects, communication needs, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.			I	P		P		P			A
7.4 Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child initiated and self-directed activities; and imaginative and dramatic play.			I	I		P		P			A
7.5 Foundational Skills.5 Develop children’s foundational skills according to the standards and expectations specified for children’s age and grade incorporating the accommodations and modifications needed to address children’s identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children’s skills in transitional kindergarten and kindergarten 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 and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.			I			I P					A

7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.			I			I P					A	A
7.7 Language Development. Promote children’s language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Promote children’s language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children’s language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.			I			I		P			A	A
7.8 Effective Expression. Develop children’s effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children’s fluency in handwriting or use of graphic symbols.			I			P					A	A
7.9 Content Knowledge. Promote children’s content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children’s interests. Promote digital literacy and the use of educational technology safely and responsibly.			I	I		P		P			A	A
7.10 Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.7 Understand how to use screening and diagnostic assessments to determine children’s literacy profiles; identify potential reading and writing difficulties, including children’s risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students.8 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 Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.		I	I	P		A				A	A	A
7.11 Provide instruction in English language development (ELD) for children with disabilities who are also 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, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children’s literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children’s currently identified disabilities. Provide ELD instruction that builds on children’s cultural and linguistic assets and develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.		I	I			P		P			A	A
7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.		I	I	P	P	P		P	P	A	A	A
7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy		I	I	P	P	P		P	P		A	A

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.											
7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.			I			★				A	A

Part 2 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

In the table below, include the course number and title for the course(s) in which this content is covered. Please hyperlink the course number(s)/title(s) to the course syllabi. Please also include faculty names for the instructors of the course(s); faculty names do not need to be hyperlinked.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	EDUT 6200: Cultivating Critical Consciousness in Practice EDUT 6201: Legal Aspects and Program Design of Special Education EDUT 6202: Children with Special Needs: Infants and Young Children EDUT 6203: Theory & Practice of ECE: Toddlers, & Young Children EDUT 6205: Family Systems & Cultural Diversity: Connections with Schools, Communities, and Hospital Settings EDUT 6207: Positive Behavior Supports & Intervention EDUT 6204: Positive Behavior Supports & Intervention EDUT 6206: Assessment & Intervention for Children with Special Needs EDUT 6212: Leadership & Administration in Early Childhood Programs EDUT 6208: Field Experience in Early Childhood Special Education & Infant Mental Health EDUT 6209: Field Experience in Early Childhood Special Education & Infant Mental Health Developmentally appropriate practices are integrated throughout the syllabi. For example, during the first year of the program, throughout multiple courses, candidates read both the CA Infant/Toddler Developmental Framework and the CA Preschool Foundations. Assignments require candidates to: “utilize curricula . . . to learn more about children while supporting their development across domains (cognitive, motor, social/emotional, communicative/linguistic, and adaptive)” in designing curriculum (EDUT 6203 and EDUT 6204). In the final year of the program, during field experiences, candidates are again required to utilize the curriculum in designing developmentally appropriate activities for infants and instruction for preschoolers through kindergartners.	Iris-Wilbanks Urbani Urbani Brown Driscoll Urbani Brown Payton Nicholson Urbani Urbani OR To Be Hired (Previous adjuncts: Bauer, Hawley, Fearn, Nicholson, Payton)
English Language Development in Relation to Subject-Specific Pedagogy	EDUT 6213: Language Development: Literacy, Communication, & Multilingualism Book chapters and/or readings/videos have been linked with specific TPEs, often to introduce the topic which are then further explored in class discussion and activities. TPE 7, on literacy, has been reviewed and approved by the CTC literacy panel. The ELD standards are addressed throughout that TPE, and across multiple courses.	Urbani, Driscoll, or To Be Hired

Literacy		
Literacy TPE Language for <i>All Teacher Candidates</i>	N/A	N/A
Literacy TPE for <i>Multiple Subject</i> and <i>Education Specialist Candidates</i>	N/A	N/A