

Education Specialist Extensive Support Needs TPEs Course Matrix

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), practices (P), and is 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 All Students in Learning – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
	I/P	P	I	P		I	I	P				A	A
	I/P	I	I	P			I		I/P			A	
	P	I/P	P				P					A	A
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.													
U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress													
U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.													

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<i>U1.4</i> Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I/P	I/P	P				P	P				A	A
<i>U1.5</i> Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		I/P	P		I/P		I	P		I/P		A	A
<i>U1.6</i> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		I					P	I/P				A	A
<i>U1.7</i> Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		I						P		P		A	
<i>U1.8</i> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		I/P		P			I	P				A	A

TPE 1: Engaging and Supporting All Students in Learning – Extensive Support Needs TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.		I	I/ P						P			A	
EX1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.		I	I/ P								P	A	
EX1.3 Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.		I	I/ P									A	
EX1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)		I	I/ P	I/ P				P				A	
EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.	P	I	I/ P	P				P	P			A	

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EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.			I/ P	I/ P					P			A	
EX1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)		I	I/ P								P	A	
EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)		I	I/ P				P					A	
EX1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)			I	I/ P					P			A	
EX1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)		I	P	P					P			A	

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<i>EX1.11</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)		I	I/P			P			P			A	

TPE 2: Creating and Maintaining Effective Environments for Student Learning – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		I	I			I/P	I					A	A
U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.		P	I			I/P	I	P		P	P	A	A
U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.		I/P				I/P	P					A	A
U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.		I		P		I/P			I			A	A
U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.		P	I	P	I/P	I/P	P	P				A	A
U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.		I	I	P		I/P						A	A

TPE 2: Creating and Maintaining Effective Environments for Student Learning – Extensive Support Needs TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
EX2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.		I	I/P								P	A	
EX2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.		I	I/P									A	
EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.		I/P	P		I			P				A	
EX2.4 Collaborate with families and appropriate related services personnel to support access to-optimal learning experiences for-students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		I/P	I	P	I			P	P			A	

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EX2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)	I	I/P	P	P					P			A	
EX2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate , organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)		I/P	P									A	
EX2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.		I	I/P					P				A	
EX2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/2.6)		I	I/P	P				P				A	

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EX2.9 Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and, if so , to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)			<u>I/P</u>	<u>P</u>				<u>P</u>				<u>A</u>	
EX2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)		<u>I/P</u>	<u>P</u>	<u>P</u>				<u>P</u>	<u>P</u>			<u>A</u>	
EX2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.		<u>I/P</u>	<u>P</u>	<u>P</u>			<u>I/P</u>	<u>P</u>				<u>A</u>	
EX2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)	<u>P</u>	<u>I/P</u>	<u>I/P</u>	<u>P</u>			<u>I/P</u>	<u>P</u>				<u>A</u>	
EX2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)		<u>I</u>	<u>I</u>	<u>P</u>		<u>I</u>		<u>P</u>				<u>A</u>	

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		I	I/P	I/P								A	
EX2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.													

TPE 3: Understanding and Organizing Subject Matter for Student Learning – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
		I	P				P	P				A	A
U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.													
U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.		I/P	P				I	P		P		A	A

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		I/P	P				I	P				A	A
		P	I		I/P		P					A	
		P	I/P				P				P	A	A
		P	I		I/P		I				P	A	A
		I/P									P	A	
		I/P									P	A	

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		I/ P			P					P	P	A	
U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.		I/ P			P					P	P	A	

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		I	I/ P					I/ P			P	A	
EX3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)		I	I/ P					I/ P			P	A	
EX3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.		I	I/ P				P	I/ P				A	

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		I/ P	I/ P				P	P			P	A	
		I/ P	P			I		P		P		A	
		I/ P	P					P				A	
		I/ P	P					P				A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
	I	I/ P	I	P			P	P	I/ P			A	A
	I/ P	I/ P	P	P		P	P	P				A	
	I/ P	P	P	P			P	P		I/ P	P	A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.	I	P	P				P	P				A	A
U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	I	I/P	I						P			A	
U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	I	P	I						P	I/P		A	
U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	I/P	I/P	P									A	A

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	I	I/ P									P	A	A
U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.													

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
		I	I/ P	P				I/ P				A	
EX4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.													

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
		I/ P	P					P				A	
		I/ P	P					P			P	A	
		I/ P	P		I			P				A	
		P	I	P			P		P			A	
		I	P	I	P			P				A	

TPE 4: Planning Instruction and Designing Learning Experiences for All Students – Extensive Support Needs TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
		I/ P	P					P				A	
		I/ P	P		P			P		P		A	
		I/ P	P				P		P			A	
		I/ P	P				P		P			A	

TPE 5: Assessing Student Learning – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	<u>I</u> <u>P</u>	<u>P</u>	<u>P</u>	<u>P</u>			<u>P</u>	<u>P</u>				<u>A</u>	
U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	<u>I</u> <u>P</u>	<u>P</u>	<u>P</u>	<u>P</u>			<u>P</u>	<u>P</u>				<u>A</u>	A
U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	<u>I</u>	<u>I</u>	<u>I</u>	<u>P</u>			<u>P</u>					<u>A</u>	
U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		<u>I</u> <u>P</u>		<u>I</u> <u>P</u>								<u>A</u>	
U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	<u>I</u> <u>P</u>	<u>I</u>		<u>P</u>			<u>I</u>					<u>A</u>	
U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.		<u>I</u>		<u>P</u>			<u>I</u> <u>P</u>					<u>A</u>	
U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	<u>I</u>	<u>I</u>		<u>I</u> <u>P</u>			<u>I</u> <u>P</u>	<u>I</u> <u>P</u>				<u>A</u>	

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	I	P	P	P			P					A	A
	<i>U5.8</i> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.												

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EX5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.			I/ P						P			A	
EX5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)		I/ P	P	P			P					A	
EX5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		I/ P	P	P					P		P	A	
EX5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		I/ P		P					P			A	

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EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)		I		P			P					A	
EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		I/ P		P			P					A	
EX5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)		I/ P	P	P				I/ P			P	A	

TPE 6: Developing as a Professional Educator – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
	P		I/P		P							A	A
				I	P	I/P				P		A	A
					I/P					I/P		A	A
				I/P						P		A	
			I/P									A	A
				I/P								A	

TPE 6: Developing as a Professional Educator – Universal TPEs Beginning teachers:	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
					I/P				I/P			A	
									I/P			A	
U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.					I/P				I/P			A	
U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.									I/P			A	

TPE 6: Developing as a Professional Educator – Extensive Support Needs TPEs		EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
Beginning teachers:														
EX6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.				I/P	P				P				A	
EX6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)				I/P					I/P				A	
EX6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.			I	I/P	P		P			P	P		A	
EX6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7)			I/P			I/P					I/P		A	
EX6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.				I/P		I	I/P				P		A	
EX6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.			I	I/P			P		I/P				A	

TPE 6: Developing as a Professional Educator – Extensive Support Needs TPEs													
Beginning teachers:													
EX6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.													
	EDUC 500	EDUC 571	EDUC 558	EDUC 566	EDUC 587	EDUC 548	EDUC 564	EDUC 559	EDUC 544	EDUC 588	EDUC 667	EDUC 591/593	TPA
		I	I/P					P	P			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 and the course instructor(s). The course numbers and faculty names do not need to be hyperlinks.

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	EDUC 500 EDUC 558 EDUC 559	Curwen Sugita Sugita
English Language Development in Relation to Subject-Specific Pedagogy	EDUC 500 EDUC 564 EDUC 558	Curwen Kong Sugita
Literacy		
Literacy TPE Language for <i>All Teacher Candidates</i>	EDUC 500	Curwen
Literacy TPE for <i>Multiple Subject</i> and <i>Education Specialist Candidates</i>	EDUC 500	Curwen