**Table 4.1 Educational Specialist Extensive Support Needs**

**TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language**

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| --- | --- | --- | --- |
| **Narrative:** Program/coursework coverage highlights the TPEs and includes TPEs related to strong literature, language, and comprehension components for candidates along with a balance of oral and written language. The assessment of each TPE is addressed in a Signature Assignment with a TPE aligned rubric for assessment. | | | |
|  | **Introduce and Primary Coverage of Concepts** | **Opportunities to Practice** | **How Assessed** |
| 7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. | [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 2: Challenging Behaviors Pt 2  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 3: Challenging Behaviors Pt 1  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 4: Create a Trauma Informed Playbook  SED 607 Module 1 Required Reading and Lectures  SED 607 Module 2 Lecture: Structure Literacy  SED 607 Module 3 Videos: Brain Based Research to support the use of the Science of Reading  SED 607 Module 4 Required Readings (Structure Literacy)  SED 609 Module 2 Lecture 5: Idioms and Figurative Language  SED 609 Module 3 Lecture 10 Narrative Comprehension  SED609 Module 3 Lecture 11 Expository Comprehension | [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=11) - Assignment 2.3 – Writing an Academic Lesson Plan with Behavioral Objectives (p.11)  SED 609 Module 2 Discussion Board 2 Using Pack Back address background knowledge, comprehension and vocabulary in English, social studies and vocabulary. | [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=10) - Assignment 2.3 – Building and Using a Communication Board (p.10-11)  [**ESN 641**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=18) **- Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording (p.18-20)**  SED 609 Module 3 Assignment 14 Section 1 and 2; Plan & Introduce a lesson addressing prior knowledge for word study, comprehension and writing.  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. | [SED 601](https://www.nu.edu/wp-content/uploads/2024/10/SED-601-Course-Outline.pdf#page=4): Assignment 3C: Design a Classroom Management Plan | SED 607: Module 4 Required Readings, Lecture 14. | SED 609 – Module 4 – Signature Assignment  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 7.7/U7.7 Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. | [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 1: Classroom Management Pt 1  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 2: Challenging Behaviors Pt 2  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 3: Challenging Behaviors Pt 1  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 4: Create a Trauma Informed Playbook  SED 607: Module 1 Required Readings  SED 607: Module 1 Lecture 1  SED 607 Module 3: Required Readings  Module 4: Required Readings, Lecture 14  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=9) - Discussion Forum 2 – Language Development | [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=13) - Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives (p.13-14)  SED 607: Module 1, Discussion 1. Module 3, Discussion 3.  SED 609 Module 1 Assignment 3: Learning Graphic Organizer, Conversation Skills | SED 609 Module 2 Assignment 6 Literacy Graphic Organizer Using GoReact develop, video, annotate and self-evaluate based on a reading domain.  SED 609 Module 3 Assignment 9 Literacy Graphic Organizer Using GoReact submit 2 videos with annotations and self-evaluate based on a reading domain.  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=10) - Assignment 2.3 – Building and Using a Communication Board (p.10-11)  [**ESN 641**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=18) **- Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording (p.18-20)**  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Create environments that foster students’ oral and written language development, including discipline-specific academic language. | [ITL 608](https://www.nu.edu/wp-content/uploads/2024/10/ITL-608-SPD-Course-Outline.pdf#page=4) assignment 2a page 3 and 2B Lesson plan | [ITL 516](https://www.nu.edu/wp-content/uploads/2024/10/ITL-516-SPD-Course-Outline.pdf#page=5) W 1: Analyze the Standards | [ITL 516](https://www.nu.edu/wp-content/uploads/2024/10/ITL-516-SPD-Course-Outline.pdf#page=8) Assignment 2A: Lesson Plan (p.8)  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. |  | [SED 601](https://www.nu.edu/wp-content/uploads/2024/10/SED-601-Course-Outline.pdf#page=5): Module 1  Getting to Know your students (p.5) | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. | SED 607 Module 1 Lecture  SED 607 Module 1 Required Readings  SED 609 Module 1 Research: Hall & Steine | SED 609 Module 3 Assignment 10 Literacy Graphic Organizer Translanguaging | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 7.8/U7.8 Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. | [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 1: Classroom Management Pt 1  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 2: Challenging Behaviors Pt 2  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 3: Challenging Behaviors Pt 1  [SED 605](https://www.nu.edu/wp-content/uploads/2024/09/SED-605-Course-Outline.pdf#page=9) Learning Activity 4: Create a Trauma Informed Playbook  [SED 615](https://www.nu.edu/wp-content/uploads/2024/09/SED-615-Course-Outline.pdf#page=9) Discussion Forum – Parent and Student Rights  [SED 615](https://www.nu.edu/wp-content/uploads/2024/09/SED-615-Course-Outline.pdf#page=10) Assignment #1 – Legal Mandates for Transition IEP Requirements | [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=14)- Field Experience 3 (4 hours) – Communication Change Program Part 2 (p.14)    SED 609 Module 4 Assignment 10 Writing Process, Writing Organization, Writing Conventions | [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=10) - Assignment 2.3 – Building and Using a Communication Board (p.10-11)  [**ESN 641**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=18) **- Assignment 4.3 – Signature Assignment, IEP Role Play, Video Recording (p.18-20)**  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| a. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. |  |  | SED 609 Module 1 Discussion Board 1 use PackBack for peer feedback on Collaborative Conversations  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. |  |  | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 1. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. | SED 607: Module 3: Required Readings  SED 609 Recommended Readings- Module 1 PP 2 – 3  Module 2 PP 4 - 5 -Module 3 PP 7 – 8 -Module 4 PP 9-10 | SED 607 Module 4: Discussion 4 & Assignment 15: Structured Literacy Lesson plan: Write Lesson Plan and create a video teaching the lesson then provide self-reflection | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |