**Table 5.1.  Educational Specialist Extensive Support Needs**

 **Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques**

|  |
| --- |
| **Narrative:** Ongoing diagnostic techniques that inform teaching and assessment, and early intervention techniques, are outlined in the table below. The table addresses components of TPE 7 and lists which course and assignments introduce and primarily cover the concepts, provide opportunities to practice the concept, and include how the concept is assessed. Specific courses related to diagnostic techniques include ITL 606, SED 607, SED 609, ESN 639, and ESN 640. |
|   | 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;   | SED 607: Module 3-Required Readings (p.7) SED 609 Modules 1, 2, 3 and 4 Required Reading  ITL 608 assignment 1A: Lesson Plan Stage 1 Part ITL 608 assignment 2A lesson plan   ITL 608 assignment 2B lesson plan 4   |   | ITL 608 Signature Assignment: Submit your lesson plan   Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| 1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);
 | MMS620 Activity 1 – Explore Planning for Instruction: What Teachers Need to Know   ITL 606 knowledge check MC13 – Identify types of progress monitoring strategies  ITL 606 MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements (p.5)  |   | ITL606 MC Knowledge Checks 1-22 (p.4-5)    Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| 1. Plan and implement evidence-based literacy instruction (and integrated content and 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).
 | SED 607: Module 2 Lecture: Structure Literacy  SED 607: Module 3 Videos: Brain Based Research Dyslexia and the Brain   SED 607: Module 4 Required Readings (Structure Literacy)  SED 609: Module 2 Required Reading-CA Dyslexia Guidelines  Module 609 Module 2 Lecture 4: Introduction to Dyslexia SED 609 Module 2 – Student with Dyslexia Case Study   ITL 606 W4 Threaded Discussion   | SED 609: Module 2 Assignment 7: Technology Toolkit for Student with Dyslexia SED 609 Module 2 Assignment 5 Student with Dyslexia Case Study P 6       |   Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| *TPE 7.10*  Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.   |  MMS617: Activity 2 – Complete steps to administer a standardized academic achievement test. (p.6-7)  | SED 607: Module 1 Assignment 1A: Complete part 1 of the Literacy Graphic Organizer: Definition & CCSS  SED 607 Module 2 Assignment 2A Literacy Graphic Organizer  SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays  SED 609 Modules2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability  MMS617 – Activity 1 – Record information from statistical concepts & scoring terminology   | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| 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.   | SED 607: Module 1 Assignment 1A: Complete part 1 of the Literacy Graphic Organizer: Definition & CCSS  SED 607 Module 2 Assignment 2A Literacy Graphic Organizer  SED 607-Required Resources-Module 3 SED 607-Required Resources- Module  MMS620: Week 2 Collaborate – Engage in Knowledge of CBMs and CMAs as ways to monitor progress   | SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability         | Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| b. Understand how to appropriately assess and interpret results for English learner students.   | SED 609 Module 3 Supporting the English learner in Learning to Read   | SED 607: Module 1 Assignment 1A: Complete part 1 of the Literacy Graphic Organizer- Definition & CCSS  SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability          | ITL 516:  Analyze student assessment data and interpret Math Common Core Standards for designing instruction     Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |
| c. If indicated, 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 supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.   | SED 606 Module 2: Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/ Guardians     SED 606 Module 3: Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers, Specialists, and Other Professionals (group assignment)     |  SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules 2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability  SED 609 Module 3 Assignment 9 Support for teachers, support for parents.   |    Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure  |

**More below- keep scrolling**

**Additional Table 5.1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Introduce and Primary Coverage of Concepts\*** | **Opportunities to Practice\*** | **How Assessed\*** |
| *MM/EX 7.1* Apply the knowledge of students’ assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students’ progress in literacy development.  | SED 606 Module 1 - Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study (p.7)SED 607: Module 3-Required Readings   (p.7)MMS617 – Activity 3 – Paraphrase the types & purposes of progress monitoring for Reading & Math (p.10-11)MMS617 – Module 4 Check for Understanding Quiz – Types of Formative Assessments, Ethical Practices, & Supports (p.12)MMS617 – Develop & Implement High Quality Educational Programs – Progress Center & National Center for Intervention Certificate (p.13) MMS617 – Week 3 Collaborate: Examine Rubrics as Criterion-Referenced Assessments | SED 607: Module 1 and 2 Literacy Graphic Organizer SED 609 Module 1 Assignment 2 Case Study student with intellectual delaysSED 609 Modules2 Assignment 5 Case Study student with dyslexia SED 609 Modules 3 Assignment 9 Case Study of English Learner with learning disabilityMMS620 Week 3 Discussion Forum – Query knowledge of progress monitoring performance feedback (p.6) MMS620 – Assignment 2: Identify steps to adapt a protocol to administer a progress monitoring assessment    | SED 606 Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study MMS617 – Fieldwork 3 – Practice designing a rubric as a self-assessment (p.11-12)MMS620 – Fieldwork 2 – Validate the use of student interest inventories (p.5)MMS620 – Fieldwork 5: Validate the application of student-centered progress monitoring (p.7)MMS620 – Signature Assignment Compile a comprehensive learner profile to make IEP decisions & recommendations (p.8) Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson PlanFormally assessed on the CalTPA measure |
| *MM/EX 7.2* Interpret assessment results, and plan necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.  | SED 606 Module 1- Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study (p.7)  SED 607: Module 3 Required Readings (p.7)  | SED 609 Module 1 Assignment 2 Case Studies student with intellectual delays SED 609 Modules2 Assignment 5 Case Studies student with dyslexia SED 609 Modules 3 Assignment 9 Case Studies of English Learner with learning disability   | SED 606 Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study **MMS617 – Signature Assignment – Analyzing & Sharing Date with the IEP Team (p.13)****MMS620 – Fieldwork 4 – Administer a CBM in reading to focus student (p.6)****MMS620 – Signature Assignment Compile a comprehensive learner profile to make IEP decisions & recommendations (p.8)**Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson PlanFormally assessed on the CalTPA measure |
| *MM/EX 7.3* Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.  | SED 607-Module 3: Foundational Reading Lesson Classroom Observation (p.8)MMS623 Activity 1 – Critique Co-teaching & Reflection (p.6) |   SED 609 Module 1 Assignment 3 Literacy Graphic Organizer, CCSS ELA standards under EBP SED 609 Module 2 Assignment 6 Literacy Graphic Organizer, CCSS ELA and Ca Dyslexia Guidelines standards under EBP SED 609 Module 2 Assignment 5: Student w. Dyslexia Case StudySED 609 Module 3 Assignment 10 Literacy Graphic Organizer, CCSS ELA standards under EBP  | SED 607-Module 4: Signature Assignment -Lesson PlanClinical Practice- Assessed as guided practice using the Clinical Practice Lesson PlanFormally assessed on the CalTPA measure |