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

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

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| --- | --- | --- | --- |
| **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  SED 609 Modules 1, 2, 3 and 4 Required Reading  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=9) - Assignment 1.3 - Write a communication behavioral objective  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=12) - Field Experience 2 (2 hours) – Communication Change Program Part 1 (p.12)  [ITL 608](https://www.nu.edu/wp-content/uploads/2024/10/ITL-608-SPD-Course-Outline.pdf#page=3) assignment 1A: Lesson Plan Stage 1 Part  [ITL 608](https://www.nu.edu/wp-content/uploads/2024/10/ITL-608-SPD-Course-Outline.pdf#page=3) assignment 2A lesson plan  [ITL 608](https://www.nu.edu/wp-content/uploads/2024/10/ITL-608-SPD-Course-Outline.pdf#page=4) assignment 2B lesson plan 4 | [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=12) – Discussion Forum 3 – Collect data on the comm. Objective (p.12-13)  [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) | [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Discussion Forum 4 – Analyze data, share, and reflect on teaching exp. (p.15)  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Assignment 4.3 – IRIS Case Study (p.15-16)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=14) - Field Experience 4 (2 hours) – Communication Change Program Part 3 (p.14)  [ITL 608](https://www.nu.edu/wp-content/uploads/2024/10/ITL-608-SPD-Course-Outline.pdf#page=5) Signature Assignment: Submit your lesson plan (p.5)  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally assessed on the CalTPA measure |
| 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); | [ITL 606](https://www.nu.edu/wp-content/uploads/2024/10/ITL-606-SPD-Course-Outline.pdf#page=4) knowledge check MC13 – Identify types of progress monitoring strategies  [ITL 606](https://www.nu.edu/wp-content/uploads/2024/10/ITL-606-SPD-Course-Outline.pdf#page=5) MC14 – Identify CA Multi-tiered Systems of Support (MTSS) assessment elements |  | [ITL 606](https://www.nu.edu/wp-content/uploads/2024/10/ITL-606-SPD-Course-Outline.pdf#page=4) 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 |
| 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 to support the use of the Science of Reading  SED 607 Module 4 Required Readings (Structured 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](https://www.nu.edu/wp-content/uploads/2024/10/ITL-606-SPD-Course-Outline.pdf#page=5) W4 Threaded Discussion (p.5) | SED 609: Module 2 Assignment 7: Technology Toolkit for Student with Dyslexia  [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)  [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) | [**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 |
| *TPE 7.10*  Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. |  | 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  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=12) – Discussion Forum 3 – Collect data on the comm. Objective (p.12-13) | **SED 607:** [**Assignment 3A**](https://www.nu.edu/wp-content/uploads/2024/10/SED-607-Course-Outline.pdf#page=8) **(p.8) and 4B:** [**Lesson plan/1 day based on the Madison Case Study**](https://www.nu.edu/wp-content/uploads/2024/10/SED-607-Course-Outline.pdf#page=9) **(p.9)**    [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.  (p.15)  [**ESN 640**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=15)**- Assignment 4.3 – Signature Assignment (data analysis & plan instruction) (p.15-16)**  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 4 | 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:](https://www.nu.edu/wp-content/uploads/2024/10/ITL-516-SPD-Course-Outline.pdf#page=5) 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](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=9) Module 2: Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/  Guardians (p.9-10)  [SED 606](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=12)Module 3: Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers, Specialists, and Other Professionals (group assignment) (p.12) | 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**

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|  | **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](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=7) Module 1 - Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study  SED 607 Module 3-Required Readings  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=7) - Discussion Forum 1 - ESN in California  [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=9) – Assignment 1.3 - Meeting Mr. Jones, the Students, and Sorting Data  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=11) - Discussion Forum 2 – Method to Teach Academics (note: for ESN, even math is considered math literacy because it involves vocabulary | SED 607 Module 1 and 2 Literacy Graphic Organizer  SED 609 Module 1 Assignment 2 Case Study student with intellectual delays  SED 609 Modules2 Assignment 5 Case Study student with dyslexia  SED 609 Modules 3 Assignment 9 Case Study of English Learner with learning disability  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=9) – Assignment 1.3 - Write a communication behavioral objective (p.9)  [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 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=12) – Field Experience 2 (2 hours) – Communication Change Program Part 1 (p.12)  [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)  [ESN 641](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=15) – Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior (p.15) | [SED 606](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=7) Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study (p.7)  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=12) - Discussion Forum 3 – Collect data on the Comm. Objective (p.12-13)  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) - Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.  (p.15)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=16) – Field Experience 4 (2 hours) – Communication Change Program Part 3 (p.16-17)  [**ESN 640**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=15) **- Assignment 4.3 – Signature Assignment (data analysis & plan instruction) (p.15-17)**  [**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 |
| *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](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=7) 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  [**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 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  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=9) – Assignment 1.3 - Write a communication behavioral objective (p.9)  [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 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=12) – Discussion Forum 3 – Collect data on the comm. Objective (p.12-13)  [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 (note: for ESN, even math is considered math literacy because it involves vocabulary) (p.11)  [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)  [ESN 641](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=15) – Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior (p.15) | [SED 606](https://www.nu.edu/wp-content/uploads/2024/09/SED-606-Course-Outline.pdf#page=7) Assignment 2: Apply Your Knowledge of Students’ Assets and Learning Needs to a Case Study  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.  (p.15)  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Assignment 4.3 – IRIS Case Study (p.15-16)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=16) – Field Experience 4 (2 hours) – Communication Change Program Part 3 (p.16-17)  [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)  [**ESN 640**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=15) **– Assignment 4.3 – Signature Assignment (data analysis & plan instruction) (15-16)**  [**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)**  [ESN 641](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=15) – Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior (p.15)  Clinical Practice- Assessed as guided practice using the Clinical Practice Lesson Plan  Formally 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](https://www.nu.edu/wp-content/uploads/2024/10/SED-607-Course-Outline.pdf#page=8)-Module 3: Foundational Reading Lesson Classroom Observation  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=11) –Discussion Forum 2 – Method to Teach Academics (p.11)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=13) – Discussion Forum 3 – Method to Teach Social Skills (p.13) | 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 Study  SED 609 Module 3 Assignment 10 Literacy Graphic Organizer, CCSS ELA standards under EBP  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=9) – Assignment 1.3 - Write a communication behavioral objective (p.9)  [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 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=12) – Discussion Forum 3 – Collect data on the comm. Objective (p.12-13)  [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 (note: for ESN, even math is considered math literacy because it involves vocabulary) (p.11)  [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)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=113) – Assignment 3.3 - Writing a Social Skills Lesson Plan with Behavioral Objectives (p.13-14)  [ESN 641](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=15) – Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior (p.15)  [**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 607-Module 4: Signature Assignment -Lesson Plan  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Discussion Forum 4 – Analyze data, share, and reflect on teaching exp.  (p.15)  [ESN 639](https://www.nu.edu/wp-content/uploads/2024/10/ESN-639-Syllabus-Foundations-for-Instruction-Assessment-Collaboration.pdf#page=15) – Assignment 4.3 – IRIS Case Study (p.15-16)  [ESN 640](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=16) – Field Experience 4 (2 hours) – Communication Change Program Part 3 (p.16-17)  [**ESN 640**](https://www.nu.edu/wp-content/uploads/2024/10/ESN-640-Syllabus-Assessment-and-Differentiation.pdf#page=15) **– Assignment 4.3 – Signature Assignment (data analysis & plan instruction) (**p.15-17)  [ESN 641](https://www.nu.edu/wp-content/uploads/2024/10/ESN-641-Syllabus-Collaboration-and-Case-Management.pdf#page=15) – Field Experience 3 (3 hours) – Promotion of Self-Determined Behavior (p.15)  [**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 |