VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SEVERE DISABILITIES AND AUTISM

Summer 2013
Severe Disabilities Reading, 3 Credits

Consortium Titles

- EDSE 457/557: Foundations of Language and Literacy for Diverse Learners
    - EDSE 457 XS1, CRN: 41071
    - EDSE 557 XS1, CRN: 41072
    - EDSE 557 631, CRN: 42561
- EDRD 660 Literacy and Disability

Instructor: Dr. Liz Altieri	**Meeting Dates:** 05/20/13 - 07/10/13
Phone: 540-831-5590	**Meeting Day(s) and Time(s):** W 4:00 pm-
E-Mail: ealtieri@radford.edu	6:40 pm
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Office Hours: by appointment
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> *Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

GMU Course Description

Examines complexity of language acquisition and literacy development. Focuses on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families, and cultures. Emphasizes first and second language acquisition.

Consortium Course Description

This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs, and the inter-relationship of language and literacy development. Emphasis will be on identifying effective research-based strategies for promoting and enhancing emergent literacy and early

reading and writing skills for children and youth with language and intellectual disabilities and English language learners with disabilities. Field experience required: Course participants must identify an appropriate target student and engage in observation and assessment activities with that student and family during the first half of the course. Final product includes the development of a literacy development plan for the student.

Prerequisite(s): None

Co-requisite(s): None

GMU Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement
A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Office, internsh@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link http://cehd.gmu.edu/endorse/ferf at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes
Upon completion of this course, students will be able to:
• Describe language development and emergent literacy skills

• Describe the nature, function, and rules of language.
• Describe disorders and deviations in language and related areas.
• Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
• Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
• Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
• Identify and implement a variety of early reading comprehension strategies
• Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading;
• Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities

Required Textbooks

Copeland, S.R. & Keefe, E.B. (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities.* Baltimore: Paul H. Brookes Publishing

Kliewer, C. (2008). *Seeing All Kids as Readers*. Baltimore: Paul H. Brookes Publishing

Koppenhaver, D. & Erickson, K. (2007). *Children with Disabilities: Reading and Writing the four-Blocks Way, Grades 1 – 3*. Four Blocks

Recommended Textbooks

Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities.* Corwin Press.

Additional Readings

Additional readings: Either a PDF copy of an article or a URL to link to the reading will be posted in the Assignments folder on Blackboard.

Course Requirements:

This course is designed to provide you with the skills needed to deliver instruction effectively to students with severe disabilities in a variety of settings. Class sessions will involve the use of lectures, discussions, demonstrations, hands-on practice and case studies. You will be expected to participate actively in class by asking and answering questions, making comments, and completing in-class activities. Please come to class having completed the reading and assignments, and ready to participate. The assignments for this course are designed to give you a chance to demonstrate practical application of the course content.

I encourage questions, comments and active discussions.

The assignments have been developed to provide you with a variety of ways to demonstrate your understanding of the course material. They will provide you with an opportunity to:

- Demonstrate effective teaching strategies for working with students with severe disabilities
- Practice organizational strategies for addressing student needs within a variety of settings
- Assess, teach and monitor progress of students with severe disabilities using techniques learned in class.
- Adapt or modify the curriculum or activities from an inclusive setting to meet the needs of a learner with severe disabilities
- Apply the concepts learned throughout the course to critically analyze and respond to case studies

Student Outcomes

This course is designed to enable students to:

- Describe language development and emergent literacy skills
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Identify and implement a variety of early reading comprehension strategies
- Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading;
- Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities

Course Relationship to Program Goals and Professional Organizations
This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education

professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStanda rds/. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 7: Instructional Planning.

Course Policies & Expectations
    Attendance.

Since there are only seven face-to- face classes, and most of the classes involve activities, film clips, and discussion, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance. If you must be somewhere other than your site, but will have a computer with microphone and/or camera and high speed internet access, we can work with you to have you attend class by calling in and participating through Adobe Connect, but we must have at least ONE week notice. If you miss class, you can watch the class through the archived livestream (see technology documents in Blackboard for directions). Anyone who misses more than two classes will lose 25 points for each class missed after the second absence. Significant tardiness or early departure will count as an absence.

    Late Work.

All work is due on the date posted in the syllabus. If something comes up that keeps you from submitting your work on time, please notify me in advance and you may be granted a **1 day** grace period for **one** assignment. For all additional late assignments and for any time after the 1 day grace period, 5 points per day will be taken off per day.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Literacy Case Study Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

SD CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through

GMU: http://mason.gmu.edu/~montecin/plagiarism.htm

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

UVA: http://www.virginia.edu/honor/

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:

GMU: http://www.gmu.edu/student/drc/

VCU: http://www.students.vcu.edu/dss/index.html

UVA: http://www.virginia.edu/vpsa/services.html

Radford: http://www.radford.edu/~dro/

NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive.

Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints should be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example John Smith's username would be: x_john.smith Your password is: *bbcommunity*

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Literacy Case Study*

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for [Reading] in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Characteristics: http://webcon.gmu.edu/characteristics/
- Transition: http://webcon.gmu.edu/transition/

- Reading: http://webcon.gmu.edu/reading/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.ed

Grading Scale:

Graduate Grade Scale	Undergraduate Grade Scale
92 -- 100 % = A	92-100% = A
90 – 91% = A--	90--91% = A--
82-- 89% = B	82--89% = B
80—81% = B --	80—81% = B--
70—79% = C	72 – 79 %= C
Below 70% = F	70 – 71% = C--
	62 – 69% = D
	60—61% = D--
	Below 60% = F

- All assignments are due in class on the stated due dates. (Due dates will be announced the first day of class).   There will be a penalty of an automatic 5 point deduction for each day late for assignments submitted after the due date ; However, I will work with you if there are extenuating circumstances – See the late work policy.
- Please come to class having read the assigned chapters and be prepared to discuss your thoughts on the reading.
- **Note:** If at any point during the semester, you encounter problems, or unexpected circumstances arise, please let me know how I can help you meet the requirements of this class. Any incomplete grades need to be discussed with me in advance and must be completed within six weeks following the end of the course or final grades will be reduced a grade for each additional month delay.
- All written products must be edited before submission. **No submission with significant problems with writing quality and/or errors in writing mechanics will be eligible to receive the grade of A**..
- Grades will be posted to Blackboard.

Assignments

In-Class Activities (100 points)

During each class session, we will have an in-class activity or writing assignment for which you will be awarded points contributing to your final grade. There will be a total of 6 activities but only 5 will be counted toward your grade. Each activity is worth 25 points and the lowest score will be dropped for a total of 5 graded in-class activities and 100 points possible. **If you are not present in class when the in-class activity is completed, your grade for that day's activity will be 0.** In-class activities cannot be made up.

On-line learning modules (100 points) - There will be a total of five on-line learning modules related to course topics. These serve as five of our class sessions and you should expect these to take 3-5 hours each to complete! These will be reading-intensive assignments with a writing/discussion component. Each will be worth up to 20 points each. Submissions will show strong evidence of comprehension and application of key concepts contained in each set of readings, as well as integration with other skills and concepts gained across the course. Directions will be posted in Blackboard each week.

Undergraduates: You will complete **the first 4 modules for 25 points each.

Summary & Application PowerPoints (100 points) - You will complete 5 brief PowerPoint presentations relating readings to application. As you complete your PowerPoints you may want to focus on your target student from the literacy case study.

1. **PPT presentations**: For indicated class sessions, the week's assignment is to apply the content of our class meeting and readings to the student you have selected.

   a. **You will complete a total of 5 PowerPoint presentations** on assigned readings. Each will be worth up to 20 points. PPTs will show strong evidence of comprehension and application of key concepts contained in each set of readings to your target student population or to your specific target student.
   b. Follow the PowerPoint template found in the PowerPoint folder under the Assignments tab on Blackboard.
   c. PowerPoints are due before class on their assigned date. They should be uploaded to Blackboard using the upload assignment link inside the PowerPoint folder under the Assignments tab.
   d. PowerPoints may be shared in class.

Undergraduates: You will complete **the first 4 PowerPoints for 25 points each.

<mark>**NCATE/TaskStream Assignments.**</mark>

Assessment 6 (As Required by the SPA): Literacy Case Study Project (EDSE 557: Foundations of Language and Literacy for Diverse Learners)

Student Directions:

Candidates will select a school-aged learner with significant language and learning needs. Candidate will describe the learner's literacy history and develop a comprehensive literacy plan. The plan will include development of literacy goals, planning for instruction across the curricula, plan for evaluating progress, and the incorporation of assistive technology and augmentative communication strategies and devices.

Student Description

Complete a records review on your target student (look at the confidential folder, test data, IEP, etc.). Briefly note any relevant background information. Collect demographic and background information significant to your student's reading/literacy skills, related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support.

   a. Describe student age, grade, and school placement
   b. Describe areas of typical and atypical development including diagnoses and etiology.
   c. Describe student characteristics including current physical, sensory, and/or medical needs, as well as social, emotional, cultural and psychological domains.
   d. Describe similarities and differences between your student and his peers.
   e. Discuss the educational impact of your student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.

NOTE: Information obtained should be appropriate based on your relationship with the student. (For example, if you are working with a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor or care for at home, it would NOT be appropriate to contact the school to ask to see school records. Instead, you will need to gather this information through parent interview.)

Literacy History

The literacy history includes:

    a. <u>Literacy experience</u>
        i. Discuss the effects that your student's exceptional condition(s) has on their life. Specifically, discuss barriers to literacy for your student and the impact of lack of or restricted access to literacy environments and the full range of literacy instruction on your student's life and educational history.
    b. <u>Literacy and communication</u>
        i. Discuss the relationship between literacy and communication for your student, and the impact of literacy and communication on your student's life and learning.
        ii. Discuss how your student's way of behaving and communicating have led to misinterpretation and misunderstanding related to their literacy capacity.
        iii. Discuss strategies to support and enhance communication skills for your student, specifically any augmentative or assistive communication strategies or devices that have been attempted or are currently used with your student.
    c. <u>Culture, communication and literacy</u>
        i. Discuss the effect of your student's cultural and linguistic differences (family background, native language and culture) on their growth and development related to communication and emergent literacy.
        ii. What issues should be considered as you develop your literacy plan?
    d. Provide a summary of your student's literacy skills using the literacy assessment framework discussed in class.

Literacy Plan

You will identify and plan a range of literacy activities to implement within your classroom for your student for the next school year. Your plan must address the three components of literacy instruction addressed in class. Your activities must be reflective of the readings and new learning for this class. If you use a specific activity from one of our texts and adapt it for your target student, please make sure to reference.

a) <u>Literacy Goal</u>
    a. Identify a targeted goal(s) for your student related to student's needs and current level of functioning.
b) <u>Literature Engagement</u>
    a. Describe range of literature selected and adapted for literacy instruction that is appropriate for students with significant disabilities. Include representative list of literature titles.
c) <u>Reading/Writing Instruction</u>

a. Describe instructional plan to address specific reading and writing skills within and across curricula:
   i. Plan to include functional reading/writing within chronologically age-appropriate functional activities
   ii. Plan for team to address phonological awareness and phonics, vocabulary, comprehension and fluency, and writing
b. Describe appropriate instructional strategies for students with significant disabilities integrated within the comprehensive literacy plan.

d) <u>Data Collection Plan</u>
a. Describe data collection plan for the literacy plan.
b. How will you utilize the data to guide instructional decisions and provide feedback to learners?
   i. Student IEP
   ii. Standards-based alternate assessment (VAAP)

e) <u>Assistive Technology</u>
a. Describe the incorporation of appropriate assistive technology and augmentative communication devices, tools and/or strategies based on the student's needs that support the student in within your literacy instruction.

Assessment Rubric

	Does Not Meet Expectations (1)	**Meets Expectations (2)**	**Exceeds Expectations (3)**
Learner Description CEC/ICC Standards 2, 3	Candidate provides incomplete demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate fails to accurately discuss the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate provides an incomplete discussion of the educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life.	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life.	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life. Candidate gives a detailed and thorough view of learner's reading/literacy skills and provides an extensive discussion of the educational impact that clearly justifies the need for the development of planned instruction.
Literacy History: Literacy Experience	Candidate fails to discuss the impact of learner's	Candidate discusses the impact of learner's	Candidate discusses the impact of learner's

CEC/ICC Standards 3, 6	moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.
Literacy History: Literacy and Communication CEC/ICC Standards 3, 6	Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate provides an incomplete outline of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines a clear plan for the instruction of a range of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.
Literacy History: Culture, Communication and Literacy CEC/ICC Standards 3, 6	Candidate provides an incomplete discussion of the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.	Candidate discusses the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities.	Candidate discusses several specific effects of cultural and linguistic differences (family background, native language and culture) and establishes a clear link to the growth and development as related to communication and emergent literacy for learners with moderate to

			severe disabilities.
Literacy Goal CEC/ICC Standards 6, 7	Candidate develops literacy goals based that are not age-and ability-appropriate or does not address the need and level of functioning of learners with moderate to severe disabilities.	Candidate develops age- and ability-appropriate literacy goals based on need and level of functioning of learners with moderate to severe disabilities.	Candidate develops age- and ability-appropriate literacy goals based on need and level of functioning of learners with moderate to severe disabilities. Candidate also uses assessment data to inform functional, literacy goals.
Literature Engagement CEC/ICC Standards 4, 6	Candidate integrates limited range of literature, including specialized materials, into the literacy instruction or does not select literature according to the characteristics of the learners with moderate to severe disabilities.	Candidate integrates a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities.	Candidate integrates a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. Candidate selects literature that reflects cultural, linguistic, and gender diversity.
Reading/Writing Instruction CEC/IIC Standards 4, 6	Candidate fails to develop an instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate develops an instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate develops an instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency. Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs. Candidate describes instructional procedures, which include a plan for utilization of augmentative

			communication strategies and devices to facilitate communication and comprehension of instructional content.
Data Collection CEC/IIC Standards 6, 7	Candidate provides an incomplete or partial outline for data collection within the instructional literacy plan. Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate outlines plan for data collection within the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.
Assistive Technology CEC/IIC Standard 4, 6	Candidate fails to incorporate appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction that are specifically based on the needs of learners with moderate to severe disabilities.	Candidate incorporates appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities.	Candidate incorporates a range of appropriate low tech and high tech assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. These technology options support the student in reaching criterion for the identified literacy goals as well as improving student's behavior, independence level and/or social functioning.

Tentative Class Schedule

This schedule is subject to change

Date	Topic	Assignment due by class time on this date	Readings These should be completed prior to class.
5/22	Course overview Literacy Framework	none	none
5/29	Why literacy? Four Blocks overview guided reading;	On line module 1 due by 5/29 @ 4:00 p.m.	• *Copeland & Keefe* chapter 1 , 6 & 7 • *Koppenhaver & Erickson* pages 13– 40 and 63—85
6/5	Sight words and Phonics – working with words	1ˢᵗ PowerPoint due by 6/5 4:00 p.m.	• *Copeland & Keefe* chapter 4 • *Koppenhaver & Erickson* pages 110-131
6/12	Writing and self-selected reading	On-line module 2 and 2ⁿᵈ PowerPoint Both due by 6/12@ 4:00 p.m.	• *Article*: The effect of Direct Instruction and Writer's Workshop on the Early Writing Skills of children who use AAC • *Copeland & Keefe* chapter • *Koppenhaver & Erickson* pages 41– 62 and 85-109

6/19	Communication & literacy Inclusion & literacy Assistive Technology & literacy	<u>On-line module 3</u> and 3<u>rd</u> <u>PowerPoint</u> Both due by 6/19@ 4:00 p.m.	• *Copeland & Keefe* chapter 3 and 9
6/26	Literacy across the day/ organizing your literacy instruction	<u>On-line Module 4</u> and 4<u>th</u> <u>PowerPoint</u> Both due by 6/26 @ 4:00 p.m.	• *Copeland & Keefe* chapter 10
7/3	Guest Speaker:	<u>On-line Module 5</u> and 5<u>th</u> <u>PowerPoint</u> Due by 7/3 @ 4:00 p.m.	• *Kliewer* chapters 2 & 6
7/10	Case study presentations	<u>Case studies</u> Due by 7/10 @ 4:00 p.m.	