

**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION  
IN SEVERE DISABILITIES AND AUTISM**

Summer 2014

Severe Disabilities Reading, 3 Credits

**Consortium Titles**

GMU EDSE 457/557 Foundations of Language and Literacy for Diverse Learners

- EDSE 457 X01, CRN: 40698
- EDSE 557 X01, CRN: 40699
- EDSE 557 6U1, CRN: 42245

RU EDSP 660 Special Topics: Emergent and Early Literacy for Students with Complex Language and Learning Needs

NSU SPE 542A Reading and Literacy. Instruction ADAPTED

<b>Instructor: Dr. Liz Altieri, Professor Radford University</b>	<b>Meeting Dates:</b> 05/21/14 - 07/9/14
<b>Phone:</b> 540-831-5590 (work) 540-239-9379 (cell) [text or talk for emergencies only please]	<b>Meeting Day(s) and Time(s):</b> W 4:30 pm-7:10 pm
<b>e-mail:</b> ealtieri@radford.edu	
<b>Skype:</b> liz.altieri	<b>Instructing University: RU</b>
<b>Office Hours:</b> by appointment: Skype, Face time or phone	

**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 with complex language and learning needs who is currently at an emergent or early literacy level. You

will 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. GMU 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. Small group activities and assignments
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities and discussions via Blackboard

### **Field Experience Requirement**

Course participants must identify an appropriate target student with a disability at an emergent or early stage of literacy development (typically presymbolic, preK, K or 1<sup>st</sup> grade reading level) 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

Thus a Field Experience is a part of this course. "Field Experiences" entails the following. Course participants conduct 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](mailto: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 GMU student 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. All course participants will be required to obtain and submit signed permission for the project from the parent/guardian of the target student.

### **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. (select chapters will be available in Blackboard)

### **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.

In this class we will learn with and from each other both face-to-face and on-line. 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 strategies for teaching literacy to students with severe disabilities
- Practice organizational strategies for addressing student needs within a variety of settings
- Assess, teach and monitor progress in literacy for students with severe disabilities using techniques learned in class.
- Adapt or modify the curriculum or activities from an inclusive setting and the general curriculum 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

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism, 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/ProfessionalStandards/> .

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, presentation by the instructor and peers, 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 **headset with microphone** and 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. There will be a penalty of one letter grade for assignments submitted after the due date. However, I will work with you if there are extenuating

circumstances such as illness or family or work complications. **Please note:** You must contact me **in advance** of the due date to **contract** for an extension.

### **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**- 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](http://www.students.vcu.edu/rg/policies/rg7honor.html).

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

Radford: <http://www.radford.edu/content/dos/home/conduct.html>

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](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](http://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. You are strongly encouraged to save these to your desktop to have for your use when the Internet or BlackBoard may be unavailable. Saving and using electronic copies instead of printing out is the responsible, green way to handle all course documents, For the articles (available on Blackboard), copyright laws must be followed. If you must print, only one copy per student may be printed. 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 will be available on Blackboard by noon of the class day. 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>

You are encouraged to bring your own laptop to class and to join us at the Adobe Connect site for class: <http://webcon.gmu.edu/reading> and enter as a guest with your name.

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](http://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 Project (Assessment 6)*

### **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 Kinase Jerome ([mkinas@gmu.edu](mailto: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 presented in class that are not already posted on Blackboard but these will be uploaded into the folder for that night's class within 24 hours.. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email and announcements; in these cases, please download the document and have available during 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.

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.

### Remote Site Students

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, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a “remote site” student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students’ continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

### GMU POLICIES AND RESOURCES FOR GMU 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/>].

## POLICIES FOR ALL STUDENTS

### 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.edu>]*

### GRADING

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

Total points possible 250.

Course grades will be calculated by summing the points earned on assignments along with a consideration of the average and range of performance of others in class. 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 even if the content is perfect.** By the

third class, you will be able to access your current standing in class on Blackboard. There will be a penalty of up to one letter grade for assignments submitted after the due date. However, I will work with you if there are extenuating circumstances – You must contact me in advance of the due date to **contract** for an extension. The need for an incomplete in the course must be discussed in advance and a request made in writing. This request must be approved by the course instructor and the student's university advisor. Any incomplete grades need to be completed within six weeks following the end of the course or final grades will be reduced a grade for each additional month delay.

## ASSIGNMENTS

A description of each assignment appears below. A detailed explanation will be posted in the appropriate unit in Blackboard and explained during the appropriate class time.

**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.

**You must select a target student for your literacy case study by the second week of class!** Your target student will be used in your almost weekly PPTs and your literacy case study.

**Summary & Application PowerPoints (50 points)** - You will complete 5 brief PowerPoint presentations relating readings to application. As you complete your PowerPoints you will focus on your target student from the literacy case study.

**PPT presentations (50 points):** 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. Each week you will write a reflection on the class material, keeping your student in mind. Apply any knowledge earned during any observations of the student, our class meetings and from your readings. You do not turn in this reflection but are using it as a way to use writing to learn and synthesize. You will also use these notes to develop your PowerPoint presentations for class the next week.
- b. By class time the following week, you will submit to Blackboard a brief PPT presentation on your student which includes the connections you have made for your student with the previous class topic and highlights of your written reflection. Use bullets and a maximum of 4-6 slides.
- c. During class, all students will give a brief oral presentation on or be part of a discussion about her/his case study and ONE or TWO students will be selected to present their PPT. This means each week ALL students must be prepared to present, even if you are not selected. Specifics for each week's assignment will be posted on BB.
- d. **You will complete a total of 5 Powerpoint presentations** on your target student. Each will be worth up to 10 points each. All PPTs will show strong evidence of comprehension and application of key concepts contained in each set of readings to your target student. The first four PPTs will focus on connection-making. The final (5<sup>th</sup>) PPT will provide an overview

of the Literacy plan. On the last night of class, all class members will present this overview of Part II The Literacy Plan for their target students.

### **NCATE/TaskStream Assignments.**

#### **Assessment 6 (As Required by the SPA): Literacy Case Study Project (EDSE 557: Foundations of Language and Literacy for Diverse Learners) (150 points)**

##### **Assignment 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.

##### 1. 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.)

##### 2. Literacy History

The literacy history includes:

- a. Literacy experience
  - 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. Literacy and communication
  - 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. Culture, communication and literacy
  - 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. Summary of literacy skills - Provide a summary of what is known about your student's literacy using the literacy assessment framework presented in class as the format for your write-up.

### 3. 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 Browder's three components of literacy instruction addressed in class: Access/engagement with literature; Reading and writing instruction imbedded within CA appropriate functional activities; and Instruction in writing and in the five skill areas of reading. 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.

**PLEASE NOTE!!! No assignments or materials submitted for a grade for any other course may be used for this course. You may build on the work you did with your target student for the Communication Strategies class but all submitted work for this course must be completed this semester and be original work.**

#### a. Literacy Goal

- i. Identify a targeted goal(s) for your student related to student's needs and current level of functioning.

#### b. Literature Engagement

- i. 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. Reading/Writing Instruction

- i. Describe instructional plan to address specific reading and writing skills within and across curricula:
- ii. Plan to include reading/writing instruction within chronologically age-appropriate functional activities and environments
- iii. Plan for team to address instruction in writing and in the five areas of reading skills: phonological awareness, phonics, vocabulary, comprehension and fluency, and
- iv. Describe appropriate evidence-based instructional strategies for students with significant disabilities to be integrated within the comprehensive literacy plan for your target student.

#### d. Data Collection Plan

- i. Describe data collection plan for the literacy plan.
- ii. How will you utilize the data to guide instructional decisions and provide feedback to learners?
  - a) For the student's IEP
  - b) For Standards-based alternate assessment (VAAP) for this student

#### e. Assistive Technology

- i. 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 within your literacy instruction.

Assessment Rubric

	<b>Does Not Meet Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<b>Learner Description</b> 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.
<b>Literacy History: Literacy Experience</b> CEC/ICC Standards 3, 6	Candidate fails to discuss the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational	Candidate discusses the impact of learner's 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	Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and

	impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	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.
<b>Literacy History: Literacy and Communication</b> 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.
<b>Literacy History: Culture, Communication and Literacy</b> 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.
<b>Literacy Goal</b> 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.
<b>Literature Engagement</b> CEC/ICC Standards 4, 6	Candidate integrates limited range of literature,	Candidate integrates a range of literature,	Candidate integrates a 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.	including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities.	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.
<b>Reading/Writing Instruction</b> 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.
<b>Data Collection</b> 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.
<b>Assistive Technology</b> 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	Readings	Assignments
5/21 Class	Overview of class, syllabus and assignments, goals for semester	Browder, D. et al (2008). Literacy for students with severe developmental disabilities: What should we teach and what should we hope to achieve? (pdf found in Blackboard) Johnson, D. & Sulzby, E. (1999). Critical issue: Addressing the literacy needs of emergent and early readers <a href="http://www.ncrel.org/sdrs/areas/issues/content/centareas/reading/li100.htm">http://www.ncrel.org/sdrs/areas/issues/content/centareas/reading/li100.htm</a> Willis, A. I. (2000). Critical Issue: Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms <a href="http://www.ncrel.org/sdrs/areas/issues/content/centareas/reading/li400.htm">http://www.ncrel.org/sdrs/areas/issues/content/centareas/reading/li400.htm</a>	Brief (one to two page) philosophy of your approach to literacy instruction for students in your present and future classrooms
5/28	Development of early and emergent literacy in typical learners and	<i>Copeland &amp; Keefe</i> , Ch. 1 The power of literacy & Ch. 3 The role of language and communication as the basis for	Bring notes to class for discussion with key concepts and be prepared

	learners with complex needs Assessment strategies and resources for typical learners at the emergent/early literacy levels Using the Literacy Assessment Framework	literacy  <i>Koppenhaver &amp; Erickson</i> pages 13– 40 and 63—85	to answer questions about the relevant ideas and strategies you will apply to your target students
5/30 -6/3	On-line Module #1	Read 1 <sup>st</sup> half of <i>Kliewer</i> , “Seeing All Kids as Readers”	Reader Response Journal in BB
6/4	Creating Rich Literacy Learning Environments for All Students	<i>Copeland &amp; Keefe</i> , Ch. 2 Creating Rich Literacy Learning Environments for All Students.	PPT #1 due
6/6- 6/10	On-line Module #2	Read 2 <sup>nd</sup> half of <i>Kliewer</i> , “Seeing All Kids as Readers”	Reader Response Journal in BB
6/11	Writing and Self-Selected Reading	<i>Koppenhaver &amp; Erickson</i> pages 41-62 and 85-109 <i>Copeland &amp; Keefe</i> , Ch. 8 Written Communication	PPT#2 due
6/18	Teaching Key Reading Skills	<i>Copeland &amp; Keefe</i> , Ch. 4 Word Recognition Instruction, Ch. 5 Fluency, Ch. 6 Reading Comprehension, Ch. 7 Vocabulary Development ASOL/ VAAP Instructional Resources <a href="http://www.ttaonline.org/staff/assessment/vaap_res_assess.asp?">http://www.ttaonline.org/staff/assessment/vaap_res_assess.asp?</a> <a href="http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf">http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf</a>	PPT#3 due <b>Bring lap-tops and report to either GMU or RU site for opportunity to engage in hands-on work and interaction with programs.</b>
6/20 -24	On-line Module #3	Extended dialogue around starting points for literacy plan and stumbling blocks.	BB threaded discussion in small cross-site groups
6/25		Ch. 10 Organizing Literacy Instruction, Ch. 11 Literacy for Life	PPT#4 due
6/27 -7/1	On-line Module #4	Summarize and critique research studies or research-based programs that targets specific literacy instructional strategies for students with complex needs.	BB threaded discussion in small cross-site groups based on school level of target student. Share summary and critique, discuss applications for your target students
7/2	Assistive Technology in Literacy Assessment,	Thoroughly explore the website and all links at the Center for Literacy and	Using readings, choose one Assistive Technology

	Instruction and Data Collection	<p>Disability website  <a href="http://www.med.unc.edu/ahs/clds">http://www.med.unc.edu/ahs/clds</a>  <i>Copeland &amp; Keefe</i> Ch. 9 Supporting Literacy development with Assistive Technology  Bring low-tech, high-tech tools and web search to class to share</p>	<p>tool that will support literacy assessment, instruction and/or data collection for your target student. Do web search for information about how to purchase and use that tool. Share in class.</p>
7/8	On-line Module #5	<p>Learn about how to create easy-to-read accessible books  Digital books  <a href="http://tarheelreader.org/">http://tarheelreader.org/</a>  <a href="http://bookbuilder.cast.org/">http://bookbuilder.cast.org/</a>  Remnant Books  <a href="http://www.med.unc.edu/ahs/clds/files/how-to-handouts/RemnantBooks_000.pdf">http://www.med.unc.edu/ahs/clds/files/how-to-handouts/RemnantBooks_000.pdf</a>  Tactile and tactual books  <a href="http://www.afb.org/Section.asp?SectionID=6&amp;TopicID=97&amp;DocumentID=1258">http://www.afb.org/Section.asp?SectionID=6&amp;TopicID=97&amp;DocumentID=1258</a>  <a href="http://www.tactilebooks.org/making/index.html">http://www.tactilebooks.org/making/index.html</a>  <a href="http://www.med.unc.edu/ahs/clds/resources/tactual-book-kit-directions/">http://www.med.unc.edu/ahs/clds/resources/tactual-book-kit-directions/</a></p>	<p>Create a simple book for your target student and share in Blackboard (make sure to reference and discuss in your literacy plan).</p>
7/9	Presentation of Literacy Case Studies		<p>Final PPT #5 due on Literacy Plan  Due 7/10 – Literacy Case Study</p>

