

Emergent and Early Literacy for Students with Complex Language and Learning Needs

- Wednesdays, May 23 to July 11, 2012 Interactive sessions, 4:00-7:00 p.m.
- PLUS five on-line reading/research modules

Severe Disabilities State-wide Consortium Sites

- Radford University EDSP 660: Host site plus Roanoke Higher Education Center and at-home students
- George Mason University EDSE 457/557: Foundations of Language and Literacy for Diverse Learners
- Norfolk State University SPE 542
- University of Virginia EDIS 770

Course Instructor

Dr. Liz Altieri, Professor, Radford University
School of Teacher Education and Leadership
540-831-5590 (office)
540-239-9379 (cell) [text or talk but please limit minutes talked if you are not also Verizon]
ealtieri@radford.edu

Office Hours: I would be glad to talk with you outside of class. You can email me and we can arrange a time to talk. We can talk by phone or Skype at liz.altieri
Also, I will be available on Polycom after most class meetings.

Course Texts:

Copeland, S.R. & Keefe, E.B. (2007). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Baltimore: Paul H. Brookes Publishing
Downing, J.E. (2005). *Teaching Literacy to Students with Significant Disabilities*. Corwin Press.
Kliewer, C. (2008). *Seeing All Kids as Readers*. Baltimore: Paul H. Brookes Publishing
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.

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.

Nature of Course Delivery

This will be a reading-intensive course. I believe strongly in the reading and writing and talking to learn model! All students will need basic literature/research search skills as well as high-speed internet access. Learning activities in this class will include the following:

1. Discussion and participation during interactive class sessions and in Blackboard
2. Software and hardware presentations
3. Group and independent class activities
4. Class presentations
5. Written papers using the American Psychological Association format (6th edition)
<http://www.apa.org/publications/>

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

Relationship of Course 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 special education area of Severe Disabilities/Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Virginia Department of Education. Furthermore, the SD Consortium strives to uphold the Special Education Content Standards established by the Council for Exceptional Children, the major special education professional organization.

The Virginia Licensure Regulations for School Personnel are listed on the following website:

<http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf>

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards

CEC Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs (ELN). Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English. Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Course specific competencies and standards are listed on the following website:

<http://kihd.gmu.edu/sdc/competencies.html>

Course and Consortium 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

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.

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 Radford 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 540-831-5000 or visit the university website www.radford.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.

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 contact me before class starts and as much in advance as possible (see attendance policy).

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 email in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are sent the day of the class, facilitators will need to download and copy them for class members.

Technology Proficiencies

All students participating in this course are expected to be proficient in 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 daily.

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.

This course requires students to use Blackboard, which is our online course management system located at <http://mymasonportal.gmu.edu> 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.

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 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. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en>

Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

Students must use Microsoft Office 2007 or 2010. I use the 2010 version. If you are unable to open my documents, you should download the converter that is available at

<http://www.microsoft.com/downloads/en/details.aspx?familyid=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en>

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 Project (Assessment 6)*

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. 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.

Remote Site Viewing

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 ESDE 557 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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS (GMU)

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

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

Special Addendum for GMU Students enrolled in EDSE 457/557

EDSE 457/557 is a course offered through the Virginia Consortium for Teacher Preparation in Severe Disabilities. Courses in the consortium are generally capped at lower enrollment than a traditional GMU course because of additional student enrollment from the other participating universities. This semester the enrollment in EDSE 457/557 is quite large for a class in the adapted curriculum licensure program. We discussed opening a second section; however we have decided instead to utilize a “grader” to assist the instructor with the large enrollment at GMU.

Liz Altieri from Radford is the course instructor. She will conduct all class lectures, design course assignments, and answer content questions. David Lojkovic from GMU will serve as the course grader for GMU students. This means that David will grade course assignments and provide assignment feedback for some GMU students. He will collaborate with Dr. Altieri to ensure that grading is consistent across universities. David will also at times facilitate in-class discussions and activities with some GMU students, such as during presentations.

Faculty contact information: David Lojkovic dlojkovi@gmu.edu

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 for each module..

- **Literacy Case Study 150 points** - This is a signature assignment for our program. You will earn up to 50 points for your PowerPoint presentations summarizing the readings and their application to your target student and 100 points for your literacy plan.

You must select a target student for your literacy case study by the second week of class!

- a. **PPT presentations (50 points):** For each class session, the week’s assignment is to apply the content of our class meeting and readings to the student you have selected.
 - i. 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.
 - ii. 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.
 - iii. 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.

- iv. **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 (5th) 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.

- b. **Literacy Case Study (100 points):** Using actual observations of your student, readings from class, class lectures, and your weekly reflections and PPTs, describe your target student and his/her literacy history and develop a literacy plan. Write up this case study paper (minimum) using APA formatting and referencing. Be concise but descriptive and **Follow the rubric carefully!!** Your case study papers are to be a *minimum* of 8-10 pages in length.

The case study must specifically address each major component from lectures and readings. These include:

Introduction: A thorough description of your target student (including age, grade, school placement, disability, and behavioral observations.)

Part One: Literacy History

- a. Literacy experience and FAPE- You must specifically address barriers to literacy for your student and the impact of literacy/lack of access to literacy and literacy instruction on your student's life and educational history.
- b. Literacy and communication – Discuss the relationship between literacy and communication for your student, and how this has impacted your student's life and learning. (5 pts.)
- c. 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. (5 pts.)

Part Two: Literacy Plan

- a. Identify a range of literacy activities you will put in place in your classroom and for your student for the next school year. (25 pts.) Use the three components described by Browder:
 - i. Access/engagement with a range of literature (include titles of the some of the texts you will introduce/use)
 - ii. Functional reading/writing within chronologically age appropriate functional activities
 - iii. Instruction in reading and writing skills - potential vocabulary to be taught, and how you will address phonological awareness and phonics, comprehension and fluency, and writing
- b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. (20 pts.)
- c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP. (10 pts.)
- d. AT- What assistive technologies will you incorporate into your literacy instruction for your student? (10 pts.)

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.

Course Grading: Total points possible 250.

A (94-100%) = 235-250; A- (91-93%) = 227-234; B+ (88-90%) =220-226; B (84-87%) = 210-219; B- (81-83%) = 200-209; C (71-82%) = 175-199; F=174 and below

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.** The average and range of performance of others in class may also be considered in determining the need for a grading curve. By the third class, you will be able to access your current standing in class on Blackboard. 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 – You must contact me in advance of the due date to **contract** for an extension. 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.

Class Schedule with Readings and Assignment Due Dates Summer 2012

Date	Topic	Readings for class	Assignments due
5/23	Overview of class, syllabus and assignments, goals for semester		Read, read, read!!! Take notes!
5/30	<ul style="list-style-type: none"> ➤ What is emergent and early literacy? ➤ Development of early and emergent literacy in typical learners and learners with complex needs ➤ Assessment strategies/resources for typical learners at the emergent/early literacy levels ➤ Using the Literacy Assessment Framework with learners with complex needs 	Downing, Ch.1 Literacy and a free public education Copeland & Keefe, Ch. 1 The power of literacy Browder, D. et al (2008). Literacy for students with severe developmental disabilities: What should we teach and what should we hope to achieve? Johnson, D. & Sulzby, E. (1999). Critical issue: Addressing the literacy needs of emergent and early readers	Bring notes to class for discussion with key concepts and be prepared to answer questions about the relevant ideas and strategies you will apply to your target students
DUE 6/5	On-line Module #1	Read 1 st half of Kliewer, “Seeing All Kids as Readers”	Reader Response Journal in BB
6/6	<ul style="list-style-type: none"> ➤ Share PPT #1: Ties to readings and connections for your target student ➤ The interplay of literacy instruction, communication and experience for typical learners ➤ The interplay of literacy instruction, communication and experience for students with complex language and learning needs ➤ Assessment Strategies (continued) 	Downing, Ch. 2 Literacy and communication AND Ch. 3 Planning Literacy Activities Copeland & Keefe, Ch. 2 Creating Rich Literacy Learning Environments for All Students AND Ch. 3 The role of language and communication as the basis for literacy online resources on assessment for reading/language arts	PPT #1 due
DUE 6/12	On-line Module #2	Read 2 nd half of Kliewer, “Seeing All Kids as Readers”	Reader Response Journal in BB And read at least three peers’ journal entries
6/13	➤ Share PPT#2: Ties	Copeland & Keefe, Ch. 4 Word	PPT#2 due

	<p>to readings and connections for your target student</p> <ul style="list-style-type: none"> ➤ Teaching key reading skills: Word recognition, fluency, comprehension, vocabulary ➤ Sharing ideas for access/engagement with a range of <u>literature</u> including fiction, non-fiction and content area texts. 	<p>Recognition Instruction, Ch. 5 Fluency, Ch. 6 Reading Comprehension, Ch. 7 Vocabulary Development</p>	
6/19	<p>On-line Module #3 from 6/16-6/24</p>	<p>Extended dialogue around starting points for literacy plan and sharing/problem-solving around stumbling blocks.</p>	<p>BB threaded discussion in small cross-site groups. Share draft/outline of literacy plan. Support and critique</p>
6/20	<p>Submit PPT#3: Ties to readings and connections for your target student</p> <ul style="list-style-type: none"> ➤ Teaching key reading skills using the four block model ➤ Teaching key writing skills 	<p>Downing, Ch. 4 Teaching Literacy Skills</p>	<p>PPT#3 due</p>
6/26	<p>On-line Module #4</p>	<p>Summarize and critique a minimum of three research studies or research-based programs that target specific literacy instructional strategies for your target student with complex needs. You will use and reference these studies/programs in your case study paper (Literacy Plan section).</p>	<p>BB threaded discussion in small cross-site groups based on school level of target student. Share summaries and critiques, discuss applications for your target students</p>
6/27	<ul style="list-style-type: none"> ➤ Share PPT#4: Ties to readings and connections for your target student ➤ Sharing ideas for 	<p>Downing , Ch. 5 Evaluating Progress Copeland & Keefe, Ch. 10 Organizing Literacy Instruction Copeland & Keefe, Ch. 11 Literacy for Life</p>	<p>PPT#4 due</p>

	<p>functional reading/writing within chronologically age appropriate functional activities</p> <ul style="list-style-type: none"> ➤ Evaluating progress 		
7/3	On-line Module #5	Learn about how to create easy-to-read accessible books. Module will have links for web resources.	Create a simple book for your target student and share in Blackboard (make sure to reference and discuss in your literacy plan).
7/11	<ul style="list-style-type: none"> ➤ Share PPT#5: Tie to online/website readings and web search for assistive technology tools that could support literacy instruction and learning for your target student. 	<p>Thoroughly explore the website and all links at the Center for Literacy and Disability website.</p> <p>TTAC assistive technology website</p> <p>Copeland & Keefe Ch. 9 Supporting Literacy development with Assistive Technology</p> <p>Bring low-tech, high-tech tools to class to share</p> <p>Guest lecturers from VCU TTAC</p>	Identify Assistive Technology tools 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. We will share in class.
7/16	DUE Literacy Case Study – Submit to Blackboard AND Upload to TASKSTREAM	Revisit readings and Integrate strategies as you finalize your literacy case study.	Paper Due – Literacy Case Study