



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2016

EDSE 503 002: Language Development and Reading

CRN: 10456, 3 - Credits

Instructor: Dr. Mary Baldrige	Meeting Dates: 01/19/16 - 05/11/16
Phone: 703-201-6750	Meeting Day(s): Monday
E-Mail: mbaldri1@gmu.edu	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax; Krug Hall 14

***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.*

Course Description

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

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) 993-3670 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. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).

- I will arrange my own placement for my field experiences (including observations and/or case studies because my instructor has offered access to a student(s) inside of a school system.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.

- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

Berkeley, S. & Barber, A. (2014). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*. Baltimore: Brooks Publishing

Fox, B. J.(2014). *Phonics and Word Study for the Teacher of Reading*, 11th edition. Boston, MA: Pearson Education.

Jennings, J. H., Caldwell, J. S., Lerner, J. W. (2014). *Reading Problems: Assessment and Teaching Strategies*, 7th edition. Boston, MA: Pearson Education.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Core Literacy Library, *Assessing Reading: Multiple Measures*, 2nd Edition. Arena Press. Assessments from this text may be used for the Performance Based Assessment.

Required Resources

Publication Manual of the American Psychological Association (6th ed.)

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at: www.ablongman.com/jennings5e as Appendix C. You need to print out use this IRI to complete the signature assignment.

Language Modules Website

During the semester, students will be asked to access 3 online language modules through <http://ttaonline.org>. The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each module.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course. Access Blackboard through My Mason at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 403/503 course.

Additional Readings

Additional readings will be posted on Blackboard.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General 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 that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.edu/>]

Course Policies & Expectations

Attendance.

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

Late Work.

All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to Tk20 through blackboard. **In fairness to students who submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Exceptions must receive prior instructor approval.**

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Informal Reading Assessment & Educational Assessment Report Case Study* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Jennings Informal Reading Inventory Link:

http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf

Grading Scale

A/A+ = 95-100 %

A- = 90-94 %

B+ = 85-89 %

B = 83-84 %

B- = 80-82 %

C = 70-79 %

F = 69% and below

Course Requirements	Total Points
Attendance and Participation (1 point per Class/Discussion)	15
Completion of Fox Text	10
Completion of language modules (3)	9
Completion of Two IRIS Modules	6
Midterm	5
Reading Assessment Report	30
Follow-up lesson	10
Presentation	10
Final Exam	5
Total Points	100

Assignments

Performance-based Assessment (TK20 submission required).

Reading Assessment Report (5/2)(30 points)

The Reading Assessment Report is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 7:20 pm on the due date.

BOTH an electronic copy (posted to blackboard) AND an electronic copy (posted to TK20 Blackboard) should be submitted. YOU MUST USE A PSEUDONYM FOR YOUR STUDENT TO PROTECT HIS OR HER PRIVACY!

This assignment is worth 30% of your grade for this course. Specific directions will be provided by the instructor, and the assignment will be evaluated using a rubric distributed to you and posted on Blackboard.

Performance-based Common Assignments (No TK20 submission required).

Phonics Self-Study (10 points)

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. Plan to turn in the Fox text at the beginning of the class session on the due date (you will receive the book back at the end of class). To receive full credit, all sections of Parts 1-8, including the Post-test, must be completed.

Mid-Term (2/29) (5 points)

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

Final Exam (5/9) (5 points)

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled off of the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

Other Assignments.

TTAC Language Modules I, II, III, (Due February 8th) (9 points) and **Two IRIS Modules** (6 points) (One assigned, One chosen according to student need)

Go to <<https://ttaconline.org>> Create a log-in, then go to online trainings. In the search box put *Language Modules*. You will need Adobe Flash to view and listen to the modules. When you have completed the module, print your certificate and turn it in or e-mail the certificates to mbaldri@gmu.edu.

*IRIS Module information will be posted on Blackboard

Reading Case Study Mini Lesson Follow Up – (4/25) (10 points) Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report. A mini lesson will be developed including:

- An IEP goal for the area of need.
- An evidence-based reading practice for application in a lesson with this student targeting the IEP goal.
- A short description of the selected reading intervention
- An instructional objective based on this goal for the specific lesson.
- A listing of required materials for the lesson.
- A short introduction to the lesson.
- A description of the actual instruction to be provided including any information on how the lesson will be adapted to the particular needs of the target student.
- An outline for progress monitoring.

Reading Mini Lesson Presentation (Power Point) (4/25) (10 points)

Students will complete a final presentation (10 minutes) based on a summary of the teaching strategy utilized in the mini lesson follow-up.

- Describe the context for the strategy including a brief theoretical and research rationale for the strategy.
- Share the IEP goal you developed.
- Briefly describe and demonstrate the strategy.
- Provide a one page description of the strategy. This description should be a guide for someone else who wishes to use the strategy (hand-out).

Schedule

Date	Class Topic	Readings and Assignments Due This Class
1/25	Introduction, KWL Share, Syllabus, Field Placement, Fox pretest, Early Literacy	Register for field placement
2/1	Historical Perspectives: 5 Domains of Reading Language Development, Rules, Function of Language http://ttaconline.org	Bring laptops to class Read Ch. 1(Overview of Reading) & Ch. 7 (Early Literacy) Jennings, Caldwell, & Lerner. Do Part 1 Fox text.
2/8	Ch 2 Reading Quiz Reading Problems Reading Case Study Overview Types of Assessment Overview	Read Ch 2 (Reading Problems) & Ch. 3 (Gathering Data) Jennings, Caldwell, & Lerner. Do Part 2 Fox text.
2/15	Introduction to Reading Assessments: IRI/Running Records/Miscue Analysis	Do Part 3 Fox text & Part 4 Fox text. IRI Link: http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf
2/22	Reading Assessment (continued)	Read Ch. 4 (Assessments) & Ch 5 [Informal Reading Inventory (IRI)], Jennings, Caldwell &

		Lerner *Reading Case Study subject should be identified by this date.
2/29	Midterm (Fox 1-5, Early Literacy, Language Development, Informal Assessment)	Do Part 5 Fox text.
3/7	Spring Break	
3/14	Instruction and Intervention Strategies Instruction for Diverse Learners and Students with Special Needs	Read Ch. 6 (Instruction and Intervention Strategies), Ch. 14 (Literacy Instruction for Diverse Learners), Ch. 15 (Literacy Instruction for Students With Special Needs).
3/21	No In-Class Meeting Ch. 6, 14, 15 (Jennings, Caldwell & Lerner) Blackboard Quiz IRIS module: Classroom Assessment (Part 2)	Take the Blackboard Quiz (Click on Assessments on the side-bar). IRIS Module Classroom Assessment Part 2 (Instructions in Blackboard in Assignments tab). http://iris.peabody.vanderbilt.edu/module/rpm/ Part 6 Fox (Onsets and Rimes) Part 7 Fox (Syllable and Accent Patterns)
3/28	Word Knowledge & Recognition Ch.8, 9, and Berkeley Ch. 3 Reading Quiz Case Studies	Read Ch. 8 (Word Recognition) & Ch.9 (Fluency) Jennings, Caldwell & Lerner. Read Ch. 3 Berkeley & Barber
4/4	Comprehension	Read Ch. 11 (Comprehension of Narrative Text) Jennings, Caldwell & Lerner Read Ch. 1, 4 & 5 Berkeley & Barber Assessment Report Due for instructor feedback
4/11	Comprehension VRE Practice	Read Ch. 12 (Comprehension of Informational Text) Jennings, Caldwell & Lerner Read Ch. 6, 7, Berkeley & Barber
4/18	Integrating Reading and Writing VRE Practice	Read Ch. 13 (Integrating Reading and Writing) Read Ch. 8 Berkeley & Barber
4/25	Final Presentations	Fox Part 8 (Morphemes...) Class evaluations Mini Lessons Due
5/2	Final Presentations Review Fox Post-Test	Bring Completed Fox Text to class. Reading Assessment Report posted Blackboard (TK20)
5/9	Final Exam	Final exam and room subject to availability.

*** In the case of inclement weather class cancellation, please log on to blackboard for that night's class-work.**

Appendix

GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment.

DIRECTIONS

Demographic and Background Information:

First, you will use information from class lectures and assigned course text and readings to select and/or design appropriate assessment instruments. A thorough assessment will include measures of the following areas:

- a. Student Background (and motivation if a concern)
 - i. Collect demographic and background information significant to reading, writing, and language development.
 - ii. 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 at his home, it would NOT be appropriate to contact his school to ask to see his school records).
- b. Oral Language Development
 - i. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).
 - ii. This information can be obtained when gathering student background information, from observations while testing, and from the test results.
- c. Present Levels of Performance for:
 - i. Decoding (and phonemic awareness if a concern)
 - ii. Fluency
 - iii. Comprehension (and vocabulary/strategy use if a concern)
 - iv. Spelling (and other writing if a concern)

Assessment Administration

Correctly administer and accurately score the results of the following assessments:

- a. an informal reading inventory (download from www.ablongman.com/jennings5e),
- b. a spelling assessment (DSA to be provided in class)
- c. *at least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). A curriculum based assessment is most effective for this supplemental assessment (class quiz, writing sample, etc.).
 1. For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.

Assessment Report

Analyze the results and present the findings in a 3-5 page educational report that reports the findings from you assessments. This report should be written **as if it were a formal document for school record** (*not an academic paper*). That means that, it must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as are recommendations for school and home. Therefore, this information should be included in the recommendations section of your report.

- a. Provide a **general description of each assessment** including what kind of information can be obtained from the assessment
- b. Present the **results of each assessment** including:
 - i. a reporting of the results for each assessment (a table is often helpful here),
 - ii. an indication of whether this area of reading/writing is an area of concern; and
 - iii. a narrative error analysis of student strengths and weaknesses on the assessment given
- c. Write a **statement of overall strengths and needs** of student (This should be based upon student background information and findings from assessments, including relevant student behavior)
- d. Make **recommendations** for:
 - i. Literacy instruction based on areas of weakness identified from your assessments
 - ii. Classroom/testing recommendations
 - 1. Classroom recommendations should be evidence-based and grade/age appropriate
 - iii. Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
 - iv. Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)

Performance-based Assessment Rubric: TK20 Assignment

Assessment #7 Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background and Oral Language Development: CEC/IGC Standards 2, 3, 6	Candidate provides a partial description of the student’s demographic and background information making it difficult to understand the characteristics of the learner’s	Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner’s exceptionalities and other language issues	Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner’s exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. Candidate discusses the student’s oral

	<p>exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development.</p>	<p>significant to reading, writing and language development and the effects of cultural and linguistics differences on growth and development. Candidate discusses the student's oral language development.</p>	<p>language development, and present levels of performance-</p>
<p>Reading and Writing Development: CEC/IGC Standard 8</p>	<p>Candidate incorrectly administers and scores the results of the informal reading inventory and an informal spelling assessment. Candidate fails to select, adapt, or implement a curriculum-based assessment in an area of student weakness.</p>	<p>Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. Candidate selects, adapts, and implements a curriculum-based assessment in an area of student weakness.</p>	<p>Candidate correctly administers and accurately scores (in a nonbiased manner which demonstrates their understanding of the legal policies and ethical principles of measurement and assessment) the results of the informal reading inventory and an informal spelling assessment. Candidate selects an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results and relates to typical student development.</p>
<p>Assessment Report with Recommendations CEC/IGC Standards 4, 6, 8</p>	<p>Candidate attempts to analyze the results of all assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data.</p>	<p>Candidate analyzes the results of all assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend individualized instruction for students with exceptional learning needs. Candidate uses assessment information to identify supports and adaptations required for the learner with mild to moderate exceptional learning needs to access</p>	<p>Candidate analyzes the results of all assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend individualized instruction for students with exceptional learning needs. Candidate uses assessment information to identify supports and adaptations required for the learner with mild to moderate exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and</p>

		the general curriculum and to promote positive learning results in general and special curricula.	enhance the communication skills of the learner with mild to moderate exceptional learning needs.
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