

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

Spring 2017

EDSE 557 626: Foundations of Language and Literacy for Diverse Learners CRN: 21104, 3 – Credits

Instructor: Dr. Melissa Ainsworth	<b>Meeting Dates</b> : 03/27/16 – 05/22/17
<b>Phone</b> : 703-993-5469	Meeting Day(s): Monday
E-Mail: mainswor@gmu.edu	<b>Meeting Time(s)</b> :5:00 pm - 10:00 pm
<b>Office Hours</b> : by appointment	Meeting Location: Off-campus
<b>Office Location</b> : Finely 206A	Other Phone:

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

## **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.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## **Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as

testing. To make an appointment by phone or in person, go to http://gse.gmu.edu/special-education/advising/.

## **Course Delivery Method**

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

## **Learner Outcomes**

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

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

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

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

## **Required Textbooks**

Cunningham, P.M., Hall, D.P. & Sigmon, C. M. (1999). *The Teacher's Guide to the Four Blocks*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

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.

#### **Recommended Textbooks**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Erickson & Koppenhaver, <u>Children w/Disabilities: Reading & Writing the Four-Blocks</u> <u>Way.</u> Carson-Dellosa Publishing Co,

#### **Required Resources**

## **Additional Readings**

As assigned

#### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 557, the required PBA is Literacy Case Study Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## Assignments Performance-based Assessment (Tk20 submission required)

1. **Literacy Case Study 100 points** - This is a signature assignment for our program: Using actual observations of a target student, readings from class, class lectures, and your weekly reflections and PPTs, describe your target student and their literacy history and develop a literacy plan. Write up this case study in an 8-10 page paper (minimum) using APA formatting and referencing. On the last night of class, you will present Part II The literacy plan in a final PPT presentation. **This assignment must be uploaded to Blackboard** <u>and</u> to Taskstream.

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

Part One: Literacy History

- a. Literacy experience and FAPE- 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 (5 pts.)
- b. Literacy and communication the relationship between literacy and communication and how this has impacted your student's life. (5 pts.)
- c. A summary of your student's literacy skills using the literacy assessment framework. (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.)

## **College Wide Common Assessment (Tk20 submission required)**

You will upload your literacy plan for this as well.

# Performance-based Common Assignments (No Tk20 submission required.)

None

## **Other Assignments**

In Class Assignments: 20 points each for a total of 100 points possible

There will be a total of 6 (six) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group "project" or other assignment. Each of the assignments are worth up to 20 points. This equals 120 points. The lowest in class assignment grade will be dropped for a possible 100 points total. <u>In class assignments can NOT be made up</u>. The highest 5 in class assignments will be added up to equal one grade worth up to 100 points.

Lesson Plans: Five lesson plans at 20 points each for a total of 100 points possible

As we cover the 4 blocks of writing you will be asked to turn in 1 - 2 lesson plans per block. Each lesson plan is worth 20 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab.

## Poster Presentation and Write up: 50 points possible

After you have written your case study, you will create a poster on which you will highlight the following:

- 1. Description of your student
- 2. Literacy History/ current level
- 3. Your literacy plan (an outline including the goal)
- 4. Your rationale for the plan

During the final class session, we will conduct a poster presentation session. Your poster is worth 35 points.

During the poster session, you will fill out a "what I learned" form detailing what you personally learned from the poster presentations of your classmates. You may complete the form electronically and submit a copy to me by the end of the class session or you may use a paper copy. Paper copies will be Xeroxed so that you may keep a copy and I can grade a copy. The completed "what I learned" form is worth 15 points

## **Course Policies and Expectations** Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected. Attendance and professional

participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up**. <u>Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.</u>

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc

#### Late Work

All assignments must be submitted on or before the assigned due date and time. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted from your grade for late assignments <u>each day the assignment is late</u>.

#### **Grading Scale**

93 - 100% = A90 - 92% = A-

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted <u>must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/</u>).

80 - 89% = B 70 - 79% = C < 70 = F

## **Professional Dispositions**

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

#### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <u>http://cehd.gmu.edu/values/</u>

#### **GMU Policies and Resources for Students**

#### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <a href="http://oai.gmu.edu/the-mason-honor-code/">http://oai.gmu.edu/the-mason-honor-code/</a>).
- Students must follow the university policy for Responsible Use of Computing (see <a href="http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/">http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/</a>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <a href="http://ods.gmu.edu/">http://ods.gmu.edu/</a>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to <u>tk20help@gmu.edu</u> or <u>https://cehd.gmu.edu/api/tk20</u>. Questions or concerns regarding use of Blackboard should be directed to <u>http://coursessupport.gmu.edu/</u>.
- 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 <a href="http://writingcenter.gmu.edu/">http://writingcenter.gmu.edu/</a>).
- 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 <u>http://caps.gmu.edu/</u>).

• The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <a href="http://studentsupport.gmu.edu/">http://studentsupport.gmu.edu/</a>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <u>https://cehd.gmu.edu/</u>.

## **Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Торіс	Assignments due by class	Readings
		time on this date	These should be completed prior to class.
3/27	Course overview	none	none
	Why literacy?		
4/3	Online class – see details on blackboard in content folder	Proposal for Literacy plan	<ul> <li>Downing ch 1</li> <li><i>Copeland &amp; Keefe</i> chapter 1 &amp; 6</li> </ul>
4/10	Spring break no class		
4/17	Four Blocks overview – guided reading;		• Cunningham, Hall & Sigmon Overview, Guided Reading
4/24	Sight words & vocabulary – working with words	Guided reading lesson plan due	<ul> <li>Copeland &amp; Keefe chapter 4, 5 &amp; 7</li> <li>Cunningham, Hall &amp; Sigmon Working with Words</li> </ul>
5/1	Phonics – working with words	Sight word lesson plan due	<ul> <li>Downing chapter 4</li> <li>Copeland &amp; Keefe Chapter 9</li> </ul>
5/8	Writing	Phonics lesson plan due	<ul> <li>Article: The art of Teaching Writing</li> <li>Copeland &amp; Keefe chapter 8</li> <li>Cunningham, Hall &amp; Sigmon Writing</li> </ul>
5/15	Self-selected reading and Literacy across the day/ organizing your literacy instruction	Writing lesson plan due	<ul> <li>Cunningham, Hall &amp; Sigmon Overview, self-selected reading</li> <li>Copeland &amp; Keefe chapter 3</li> <li>Downing chapter 2</li> </ul>
5/22	Case study presentations & final notes on literacy	Case study due	<ul> <li>Copeland &amp; Keefe chapter 2</li> <li>Downing chapter 3 &amp; 5</li> <li>Copeland &amp; Keefe chapter 10, 11</li> </ul>

**Assessment Rubric(s)** The rubrics are also posted in Blackboard.

	Does Not Meet	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
Learner	Candidate	Candidate	Candidate	
Description	provides	provides	provides	
	incomplete	demographic and	demographic and	
CEC/ICC	demographic and	background	background	
Standard 1	background	information	information	
	information	related to the	related to the	
	related to the	target learner's	target learner's	
	target learner's	physical, sensory,	physical, sensory,	
	physical, sensory,	and/or medical	and/or medical	
	and/or medical	needs as well as	needs as well as	
	needs as well as	academic needs	academic needs	
	academic needs	and levels of	and levels of	
	and levels of	support.	support.	
	support.	11	11	
	11	Candidate	Candidate	
	Candidate fails to	accurately	accurately	
	accurately	discusses the	discusses the	
	discuss the	educational	educational	
	educational	impact of the	impact of the	
	impact of the	learner's	learner's	
	learner's	exceptionality	exceptionality	
	exceptionality	and current	and current	
	and current	physical, sensory,	physical, sensory,	
	physical, sensory,	and/or medical	and/or medical	
	and/or medical	needs, attitude,	needs, attitude,	
	needs, attitude,	interests, values,	interests, values,	
	interests, values,	and behavior and	and behavior and	
	and behavior and	the effect these	the effect these	
	the effect these	conditions can on	conditions can on	
	conditions can on	the life of a	the life of a	
	the life of a	learner with	learner with	
	learner with	moderate to	moderate to	
	moderate to	severe	severe	
	severe	exceptional	exceptional	
	exceptional	learning needs.	learning needs.	
	learning needs.			
		Candidate	Candidate	
	Candidate	discusses the	discusses the	

EDSE 557 Literacy Case Study (Rev. 7.12)

	Does Not Meet	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
	provides an	educational	educational	
	incomplete	impact of the	impact of the	
	discussion of the	learner's	learner's	
	educational	moderate to	moderate to	
	impact of the	severe	severe	
	learner's	exceptionality	exceptionality	
	moderate to	and the effect	and the effect	
	severe	that these	that these	
	exceptionality	conditions can	conditions can	
	and the effect	have on the	have on the	
	that these	learner's life.	learner's life.	
	conditions can have on the		Condidate gives a	
	learner's life.		Candidate gives a detailed and	
	icalliel 5 life.		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.	
	Standards			
		Level Special Ed	ucator	
	Preparation Sta	ndards (2013)		
	<b>Standard:</b> Standard 1: Learner Develo	opment and Individual Learr	ning Differences - 1 0	
	Beginning special educatio	n professionals understand l	how exceptionalities may	
		and learning and use this kn g learning experiences for in		
	exceptionalities.	g learning experiences for in		
	Key Element:	ation professionals understa	nd how language culture	
		luence the learning of individ		
	Key Element: 1.2 Beginning special education	ation professionals use under	rstanding of development	
	1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with			
I stone or III at any	exceptionalities.	Condidate	Condidate	
Literacy History:	Candidate fails to	Candidate	Candidate	
Literacy	discuss the	discusses the	discusses the	
Experience	impact of learner's	impact of learner's	impact of learner's	
	moderate to	moderate to	moderate to	

	<b>Does Not Meet</b>	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
CEC/ICC	severe	severe	severe	
Standards 1 & 5	exceptionality on	exceptionality on	exceptionality on	
	their life.	their life.	their life.	
	Specifically,	Specifically,	Specifically,	
	candidate	candidate	candidate	
	provides an	outlines barriers	outlines barriers	
	incomplete	to literacy and	to literacy, with a	
	outline of the	discusses the	focus on language	
	barriers to	personal and	development and	
	literacy and	educational	reading	
	discusses the	impact of lack of	comprehension	
	personal and educational	or restricted	and discusses the personal and	
	impact of lack of	access to literacy environments	educational	
	or restricted	and the full range	impact of lack of	
	access to literacy	of literacy	or restricted	
	environments	instruction for	access to literacy	
	and the full range	learners with	environments	
	of literacy	moderate to	and the full range	
	instruction for	severe	of literacy	
	learners with	disabilities.	instruction for	
	moderate to		learners with	
	severe		moderate to	
	disabilities.		severe	
			disabilities.	
	Standards			
		Level Special Ed	ucator	
	Preparation Sta	ndards (2013)		
	Standard: Standard 1: Learner Develo	opment and Individual Learr	ning Differences - 1.0	
	Beginning special educatio	n professionals understand l	now exceptionalities may	
		and learning and use this kn g learning experiences for in		
	exceptionalities.	0 0 1		
	Key Element: 1.1 Beginning special educa	ation professionals understa	nd how language, culture.	
	and family background inf	luence the learning of individ		
	Key Element: 1.2 Beginning special education	ation professionals use unde	rstanding of development	
	and individual differences	to respond to the needs of in		
	exceptionalities. Standard:			
	Standard 5: Instructional F			
	education professionals sel instructional strategies to a			
	Key Element:			
	5.1 Beginning special educa interests, learning environ			
	selection, development, an	d adaptation of learning exp		
	with exceptionalities. <b>Key Element:</b>			

	<b>Does Not Meet</b>	Meets	Exceeds	Score/Level			
	Expectations	Expectations	Expectations				
	5.2 Beginning special educ	ation professionals use techr	nologies to support				
	instructional assessment, p						
	exceptionalities. Key Element:						
	5.3 Beginning special educ	5.3 Beginning special education professionals are familiar with augmentative and					
		systems and a variety of ass					
	Key Element:	n and learning of individuals	s with exceptionalities.				
	5.4 Beginning special educ	ation professionals use strate					
	development and commun Key Element:	ication skills of individuals v	vith exceptionalities				
	5	ation professionals develop a	and implement a variety of				
		lans for individuals with exce					
	range of settings and differ individuals, families, and t	ent learning experiences in c	collaboration with				
	Key Element:						
		ation professionals teach to	mastery and promote				
	generalization of learning. <b>Key Element:</b>						
	5.7 Beginning special educ	ation professionals teach cro					
	and skills such as critical the exceptionalities.	ninking and problem solving	to individuals with				
Literacy History:	Candidate fails to	Candidate	Candidate clearly				
Literacy and	discuss the	discusses the	and thoroughly				
Communication	personal and	personal and	discusses the				
communication	educational	educational	personal and				
CEC/ICC	impact of the	impact of the	educational				
Standards 1 & 5	relationship	relationship	impact of the				
Standarus I & J	between literacy	between literacy	relationship				
	and	and	between literacy				
	communication	communication	and				
	for learners with	for learners with	communication				
	moderate to	moderate to	for learners with				
			moderate to				
	severe disabilities.	severe disabilities.					
	uisabilities.	uisabilities.	severe disabilities.				
	Candidata	Candidata	uisabilities.				
	Candidate	Candidate	Candidata				
	provides an	outlines	Candidate				
	incomplete	strategies to	outlines a clear				
	outline of	support and	plan for the				
	strategies to	enhance	instruction of a				
	support and	communication	range of				
	enhance	for learners with	strategies to				
	communication	moderate to	support and				
	for learners with	severe disabilities	enhance				
	moderate to	including	communication				
	severe disabilities	augmentative or	for learners with				
	including	assistive	moderate to				
	augmentative or	communication	severe disabilities				
	assistive	strategies or	including				
	communication	devices.	augmentative or				

	<b>Does Not Meet</b>	Meets	Exceeds	Score/Level
_	Expectations	Expectations	Expectations	
	strategies or		assistive	
	devices.		communication	
			strategies or	
			devices.	-
	Standards	- 16 11-1	_	
		Level Special Ed	ucator	
	Preparation Stan	ndards (2013)		
	Standard 1: Learner Develo Beginning special educatio interact with development meaningful and challengin exceptionalities. <b>Key Element:</b> 1.1 Beginning special educa	opment and Individual Learn in professionals understand and learning and use this kr g learning experiences for in ation professionals understan	how exceptionalities may nowledge to provide adividuals with nd how language, culture,	
	<b>Key Element:</b> 1.2 Beginning special educa and individual differences	luence the learning of indivio ation professionals use unde to respond to the needs of in	rstanding of development	
		Planning and Strategies - 5.0 lect, adapt, and use a reperto		
	instructional strategies to a <b>Key Element:</b>	advance learning of individu	als with exceptionalities.	
	interests, learning environ selection, development, an with exceptionalities.	ation professionals consider ments, and cultural and ling d adaptation of learning exp	uistic factors in the	
	instructional assessment, p	ation professionals use techn blanning, and delivery for inc		
	exceptionalities. Key Element:			
	5.3 Beginning special educ	ation professionals are famil	0	
		I systems and a variety of ass n and learning of individuals		
	Key Element:			
	0 01	ation professionals use strat ication skills of individuals v	0 0 0	
	Key Element:			
		ation professionals develop a lans for individuals with exc		
		rent learning experiences in o	collaboration with	
	individuals, families, and to <b>Key Element:</b>	vanis.		
	5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element:			
	5.7 Beginning special education	ation professionals teach cro hinking and problem solving		
Literacy History:	Candidate	Candidate	Candidate	
Culture,	provides an	discusses the	discusses several	
Communication	incomplete	effect of cultural	specific effects of	
and Literacy	discussion of the	and linguistic	cultural and	
	effect of cultural	differences	linguistic	
	and linguistic	(family	differences	

	<b>Does Not Meet</b>	Meets	Exceeds	Score/Level		
	Expectations	Expectations	Expectations			
CEC/ICC	differences	background,	(family			
Standards 1 & 5	(family	native language	background,			
	background,	and culture) on	native language			
	native language	the growth and	and culture) and			
	and culture) on	development	establishes a			
	the growth and development	related to communication	clear link to the			
	related to	and emergent	growth and development as			
	communication	literacy for	related to			
	and emergent	learners with	communication			
	literacy for	moderate to	and emergent			
	learners with	severe	literacy for			
	moderate to	disabilities.	learners with			
	severe		moderate to			
	disabilities.		severe			
			disabilities.			
	Standards					
		l Level Special Ed	ucator			
	Preparation Sta	ndards (2013)				
		<b>Standard:</b> Standard 1: Learner Development and Individual Learning Differences - 1.0				
		Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide				
		g learning experiences for in				
	exceptionalities. Key Element:	exceptionalities.				
	1.1 Beginning special educa	ation professionals understa				
	and family background inf Key Element:	luence the learning of indivio	duals with exceptionalities.			
	1.2 Beginning special educ	ation professionals use unde				
	and individual differences exceptionalities.	and individual differences to respond to the needs of individuals with				
	Standard:					
		Planning and Strategies - 5.0 lect, adapt, and use a reperto				
	instructional strategies to a	advance learning of individua				
	<b>Key Element:</b> 5 1 Beginning special educ:	ation professionals consider	an individual's abilities			
	interests, learning environ	ments, and cultural and ling	uistic factors in the			
	selection, development, an with exceptionalities.	d adaptation of learning exp	eriences for individual			
	Key Element:					
	5.2 Beginning special educ instructional assessment, p					
	exceptionalities.					
	Key Element: 5.3 Beginning special educ					
	alternative communication	n systems and a variety of ass	sistive technologies to			
	support the communicatio Key Element:	n and learning of individuals	s with exceptionalities.			
	5.4 Beginning special educ	ation professionals use strat				
	development and commun Key Element:	ication skills of individuals v	with exceptionalities			
	5.5 Beginning special educ	ation professionals develop a				
	education and transition p	lans for individuals with exce	epuonalities across a wide			

individuals, families, and te <b>Key Element:</b>	Expectations ent learning experiences in e eams.	<b>Expectations</b>	
individuals, families, and te <b>Key Element:</b>		collaboration with	
and skills such as critical th	ation professionals teach to ation professionals teach cro ainking and problem solving	oss- disciplinary knowledge	
Candidate	Candidate develops age-and	Candidate develops age-and	
instructional 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.	ability- appropriate literacy instructional goals based on need and level of functioning of learners with moderate to severe disabilities.	ability- appropriate literacy instructional goals based on need and level of functioning of learners with moderate to severe disabilities. Candidate also uses assessment data to inform	
<b>Preparation Star</b> Standard: Standard 5: Instructional P education professionals sel instructional strategies to a Key Element: 5.1 Beginning special educa interests, learning environ selection, development, and with exceptionalities. Key Element: 5.2 Beginning special educa instructional assessment, p exceptionalities. Key Element: 5.3 Beginning special educa alternative communication support the communication S.4 Beginning special educa development and communication Key Element: 5.4 Beginning special educa development and communication Key Element: 5.5 Beginning special educa	ndards (2013) Planning and Strategies - 5.0 ect, adapt, and use a reperto dvance learning of individu ation professionals consider ments, and cultural and ling d adaptation of learning exp ation professionals use techn alanning, and delivery for individuals asystems and a variety of ass in and learning of individuals ation professionals use strat ication skills of individuals v	Beginning special bire of evidence-based als with exceptionalities. an individual's abilities, uistic factors in the eriences for individual nologies to support dividuals with liar with augmentative and sistive technologies to s with exceptionalities. egies to enhance language with exceptionalities and implement a variety of	
	and skills such as critical thexceptionalities. Candidate develops literacy instructional 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. Standards USA- CEC Initial Preparation Stan Standard 5: Instructional P education professionals sel nstructional strategies to a Key Element: 5.1 Beginning special educa interests, learning environ selection, development, and with exceptionalities. Key Element: 5.2 Beginning special educa instructional assessment, p exceptionalities. Key Element: 5.3 Beginning special educa internative communication support the communication support and communication play and of settings and differ	and skills such as critical thinking and problem solving exceptionalities. Candidate develops literacy instructional 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. Standards USA- CEC Initial Level Special Ed Preparation Standards (2013) Standard Standard 5: Instructional Planning and Strategies - 5.0 education professionals use tech nstructional strategies to advance learning of individuals Key Element: 5.3 Beginning special education professionals use tech nstructional assessment, planning, and delivery for in exceptionalities. Key Element: 5.3 Beginning special education professionals use strat learners in planning and strategies - 5.0 exceptionalities. Key Element: 5.3 Beginning special education professionals use strat levelopment and communication skills of individuals Key Element: 5.4 Beginning special education professionals use strat levelopment and communication skills of individuals Key Element: 5.4 Beginning special education professionals use strat levelopment and communication skills of individuals Key Element: 5.4 Beginning special education professionals use strat levelopment and communication skills of individuals of Key Element: 5.4 Beginning special education professionals use strat levelopment and communication skills of individuals with exceptional ternative communication skills of individuals of Key Element: 5.4 Beginning special education professionals use strat levelopment and communication skills of individuals of Key Element: 5.5 Beginning special education professionals use strat levelopment and communication skills of individuals with exception dividuals with exception and transition plans for individuals with exception education and transition plans for individuals with exception and transition plans for individuals with	Candidate       Candidate       Candidate         develops literacy       develops age-and       ability-         goals based that       appropriate       literacy       apility-         goals based that       appropriate       literacy       instructional         ability-       appropriate       literacy       instructional         appropriate or       goals based on       need and level of       need and level of         functioning of       functioning of       learners with       learners with         functioning of       moderate to       severe       disabilities.         goals based       severe       disabilities.       Candidate also         uses assessment       data to inform       functional,       literacy goals.         Standards       Standards (2013)       Standard:       sader an individuals with exceptionalities.         Standard:       saderation professionals consider an individual subilities.       sabilities.       Stiltes,         11 Egpinning special education professionals consider an individual subilities.       Severe       sabily abily

	Does Not Meet	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
	Key Element: 5.6 Beginning special educ generalization of learning. Key Element: 5.7 Beginning special educ and skills such as critical the averationalities			
Literature	exceptionalities. Candidate	Candidate	Candidate	
Engagement	integrates limited	integrates a range	integrates a range	
Engagement	range of	of literature,	of literature,	
CEC/ICC	literature,	including	including	
Standard 5	including	specialized	specialized	
Standard	specialized	materials, into	materials, into	
	materials, into	the literacy	the literacy	
	the literacy	instruction	instruction	
	instruction or	according to the	according to the	
	does not select	characteristics of	characteristics of	
	literature	the learners with	the learners with	
	according to the	moderate to	moderate to	
	characteristics of	severe	severe	
	the learners with	disabilities.	disabilities.	
	moderate to		Candidate selects	
	severe		literature that	
	disabilities.		reflects cultural,	
			linguistic, and	
			gender diversity.	
	Standards			
		l Level Special Ed	ucator	
	Preparation Sta	ndards (2013)		
	education professionals se	Planning and Strategies - 5.0 lect, adapt, and use a reperto advance learning of individu	pire of evidence-based	
	5.1 Beginning special eduction interests, learning environ	ation professionals consider ments, and cultural and ling d adaptation of learning exp	uistic factors in the	
	<b>Key Element:</b> 5.2 Beginning special educ instructional assessment, p exceptionalities.			
	Key Element: 5.3 Beginning special educ alternative communication support the communicatio			
	<b>Key Element:</b> 5.4 Beginning special educ	ation professionals use strat ication skills of individuals v	egies to enhance language	
	5.5 Beginning special educ education and transition p	ation professionals develop a lans for individuals with exce rent learning experiences in o eams.	eptionalities across a wide	

	Does Not Meet	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
	generalization of learning. <b>Key Element:</b> 5.7 Beginning special educ	ation professionals teach to a ation professionals teach cro hinking and problem solving	ss- disciplinary knowledge	
Reading/Writing	Candidate fails to	Candidate	Candidate	
Instruction	develop an age-	develops an age-	develops an age-	
	and ability-	and ability-	and ability-	
CEC/IIC	appropriate	appropriate	appropriate	
Standard 5	instructional plan	literacy	instructional plan	
	that addresses a)	instructional plan	that addresses a)	
	specific reading	that addresses a)	specific reading	
	and writing skills within and across	specific reading and writing skills	and writing skills within and across	
	curricula, and b)	within and across	curricula, and b)	
	language	curricula, and b)	language	
	development	language	development	
	including	development	including	
	phonological	including	phonological	
	awareness and	phonological	awareness and	
	phonics,	awareness and	phonics,	
	vocabulary,	phonics,	vocabulary,	
	listening and	vocabulary,	listening and	
	reading	listening and	reading	
	comprehension and fluency.	reading comprehension	comprehension and fluency.	
	and nuclicy.	and fluency.	and nuclicy.	
	Candidate fails to	and nuclicy.	Candidate selects	
	select and adapts	Candidate selects	and adapts	
	instructional	and adapts	instructional	
	strategies and	instructional	strategies and	
	materials	strategies and	materials	
	according to	materials	according to	
	characteristics of	according to	characteristics of	
	the learners with moderate to	characteristics of the learners with	the learners with	
	severe	moderate to	moderate to severe	
	exceptional	severe	exceptional	
	learning needs.	exceptional	learning needs.	
	0	learning needs.		
			Candidate	
			describes	
			instructional	
			procedures,	
			which include a	

	Does Not Meet	Meets	Exceeds	Score/Level
	Expectations	Expectations	Expectations	
			plan for	
			utilization of	
			augmentative	
			communication	
			strategies and	
			devices to	
			facilitate	
			communication	
			and	
			comprehension	
			of instructional	
			content.	
	Standards			
	USA- CEC Initial	Level Special Ed	ucator	
	<b>Preparation Stat</b>	=		
	Standard:		<b>.</b>	
		Planning and Strategies - 5.0 lect, adapt, and use a reperto		
	instructional strategies to a	advance learning of individua		
	<b>Key Element:</b> 5 1 Beginning special educe	ation professionals consider	an individual's abilities	
		ments, and cultural and ling		
	-	d adaptation of learning exp	eriences for individual	
	with exceptionalities. <b>Key Element:</b>			
	5.2 Beginning special educ	ation professionals use techr		
	instructional assessment, p exceptionalities.	blanning, and delivery for inc	lividuals with	
	Key Element:			
		ation professionals are famil systems and a variety of ass		
		n and learning of individuals		
	Key Element:			
		ation professionals use strat ication skills of individuals v		
	Key Element:		-	
		ation professionals develop a lans for individuals with exce		
	range of settings and differ	ent learning experiences in o		
	individuals, families, and to	eams.		
	Key Element: 5.6 Beginning special educ	ation professionals teach to a	mastery and promote	
	generalization of learning.			
	Key Element: 5.7 Beginning special education	ation professionals teach cro	ss- disciplinarv knowledge	
	and skills such as critical th	ninking and problem solving		
Data Collection	exceptionalities. Candidate	Condidata	Candidate	
Data Collection		Candidate		
CEC/IIC	provides an	outlines plan for data collection	outlines plan for data collection	
Standard 5	incomplete or	within the	within the	
Stanuaru S	partial outline for data collection	instructional	instructional	
	within the			
	instructional	literacy plan. Candidate	literacy plan. Candidate	
	msuucuonai	Valluluale	Calluluate	

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
literacy plan.	discusses plan to	discusses plan to	
	evaluate and	evaluate and	
Candidate fails to	modify	modify	
discuss a plan to	instructional	instructional	
evaluate and	practices in	practices in	
modify	response to	response to	
instructional practices in	ongoing assessment data.	ongoing assessment data.	
response to	assessment uata.	assessment uata.	
ongoing		Candidate	
assessment data.		describes an	
ussessment utu.		assessment plan	
		which makes	
		responsive	
		adjustments to	
		instruction based	
		on continual	
		observations.	
Standards			
USA- CEC Initial			
Preparation Stan	ndards (2013)		
Standard 5: Instructional F			
	lect, adapt, and use a reperto advance learning of individua		
Key Element:	invalice learning of mulvidua	als with exceptionalities.	
	ation professionals consider		
interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual			
with exceptionalities. <b>Key Element:</b>			
5.2 Beginning special educ			
instructional assessment, p exceptionalities.			
Key Element:			
5.3 Beginning special educe alternative communication			
support the communication			
Key Element: 5.4 Beginning special educ			
development and commun			
Key Element: 5.5 Beginning special educ			
education and transition p			
range of settings and differ individuals, families, and t			
Key Element:		_	
5.6 Beginning special educ generalization of learning.	ation professionals teach to	mastery and promote	
Key Element:			
5.7 Beginning special educa and skills such as critical th			
exceptionalities.			

	<b>Does Not Meet</b>	Meets	Exceeds	Score/Level	
	Expectations	Expectations	Expectations		
Assistive	Candidate fails to	Candidate	Candidate		
Technology	incorporate	incorporates	incorporates a		
	appropriate	appropriate	range of		
CEC/IIC	assistive	assistive	appropriate low		
Standard 5	technology and	technology and	tech and high		
	augmentative	augmentative	tech assistive		
	communication	communication	technology and		
	devices, tools	devices, tools	augmentative		
	and/or strategies	and/or strategies	communication		
	within literacy	within literacy	devices, tools		
	instruction that	instruction based	and/or strategies		
	are specifically	on the needs of	within literacy		
	based on the	learners with	instruction based		
	needs of learners	moderate to	on the needs of		
	with moderate to	severe	learners with		
	severe	disabilities.	moderate to		
	disabilities.		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		
	Standards		functioning.		
	USA- CEC Initial				
	Preparation Standards (2013) Standard:				
	Standard 5: Instructional I				
	education professionals sel instructional strategies to a				
	instructional strategies to advance learning of individuals with exceptionalities. <b>Key Element:</b>				
	5.1 Beginning special educa interests, learning environ				
	selection, development, an				
	with exceptionalities. <b>Key Element:</b>				
	5.2 Beginning special education professionals use technologies to support				
	instructional assessment, p exceptionalities.				
	Key Element:				
	ney Liement:				

Does Not Meet	Meets	Exceeds	Score/Level
Expectations	Expectations	Expectations	
<ul> <li>5.3 Beginning special educal alternative communication support the communication <b>Key Element:</b></li> <li>5.4 Beginning special educadevelopment and communication <b>Key Element:</b></li> <li>5.5 Beginning special education and transition plarange of settings and differindividuals, families, and texe <b>Key Element:</b></li> <li>5.6 Beginning special education and rearrange.</li> <li><b>Key Element:</b></li> <li>5.7 Beginning special education of learning.</li> <li><b>Key Element:</b></li> <li>5.7 Beginning special education of learning.</li> <li><b>Key Element:</b></li> <li>5.7 Beginning special education of learning.</li> </ul>	ation professionals are famili systems and a variety of ass n and learning of individuals ation professionals use strate ication skills of individuals w ation professionals develop a ans for individuals with exce ent learning experiences in c	ar with augmentative and istive technologies to with exceptionalities. gies to enhance language rith exceptionalities and implement a variety of optionalities across a wide ollaboration with nastery and promote ss- disciplinary knowledge	