



**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

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| Instructor: Dr. Melissa Ainsworth | Meeting Dates: 03/27/16 – 05/22/17 |
| Phone: 703-993-5469 | Meeting Day(s): Monday |
| E-Mail: mainswor@gmu.edu | Meeting Time(s): 5:00 pm - 10:00 pm |
| Office Hours: by appointment | Meeting Location: Off-campus |
| Office Location: 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, *Children w/Disabilities: Reading & Writing the Four-Blocks Way*. 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 and 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. **In class assignments can NOT be made up**. 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.** 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.

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 each day the assignment is late.

Grading Scale

93 – 100% = A

90 – 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 must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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 <http://ods.gmu.edu/>).
- 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 tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 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 <http://studentsupport.gmu.edu/>, 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 <https://cehd.gmu.edu/>.

Class Schedule

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

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

Assessment Rubric(s)

The rubrics are also posted in Blackboard.

EDSE 557 Literacy Case Study (Rev. 7.12)

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

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|--|--|--|--|--------------------|
| | provides an incomplete discussion of the educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life. | educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life. | educational impact of the learner's moderate to severe exceptionality and the effect that these conditions can have on the learner's life. Candidate gives a detailed and thorough view of learner's reading/literacy skills and provides an extensive discussion of the educational impact that clearly justifies the need for the development of planned instruction. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: 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 meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</p> | | | |
| Literacy History: Literacy Experience | Candidate fails to discuss the impact of learner's moderate to | Candidate discusses the impact of learner's moderate to | Candidate discusses the impact of learner's moderate to | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|-------------------------|---|---|---|--------------------|
| CEC/ICC Standards 1 & 5 | severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities. | severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities. | severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension and discusses the personal and educational impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: 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 meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element:</p> | | | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|---|---|---|--|--------------------|
| | <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| <p>Literacy History: Literacy and Communication CEC/ICC Standards 1 & 5</p> | <p>Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities.</p> <p>Candidate provides an incomplete outline of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication</p> | <p>Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities.</p> <p>Candidate outlines strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.</p> | <p>Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities.</p> <p>Candidate outlines a clear plan for the instruction of a range of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or</p> | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|---|---|---|---|--------------------|
| | strategies or devices. | | assistive communication strategies or devices. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: 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 meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| Literacy History: Culture, Communication and Literacy | Candidate provides an incomplete discussion of the effect of cultural and linguistic | Candidate discusses the effect of cultural and linguistic differences (family | Candidate discusses several specific effects of cultural and linguistic differences | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|--|--|--|--|--------------------|
| CEC/ICC Standards 1 & 5 | differences (family background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities. | background, native language and culture) on the growth and development related to communication and emergent literacy for learners with moderate to severe disabilities. | (family background, native language and culture) and establishes a clear link to the growth and development as related to communication and emergent literacy for learners with moderate to severe disabilities. | |
| <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: 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 meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide</p> | | | | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|---|---|--|--|--------------------|
| | <p>range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> <p>Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| Literacy Goal CEC/ICC Standard 5 | 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. | Candidate develops age-and ability-appropriate literacy instructional goals based on need and level of functioning of learners with moderate to severe disabilities. | Candidate develops age-and 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 functional, literacy goals. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> | | | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|---|---|---|--|--------------------|
| | <p>Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| Literature Engagement CEC/ICC Standard 5 | Candidate integrates limited range of literature, including specialized materials, into the literacy instruction or does not select literature according to the characteristics of the learners with moderate to severe disabilities. | Candidate integrates a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. | Candidate integrates a range of literature, including specialized materials, into the literacy instruction according to the characteristics of the learners with moderate to severe disabilities. Candidate selects literature that reflects cultural, linguistic, and gender diversity. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> | | | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
|--|---|--|--|--------------------|
| | <p>Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| <p>Reading/Writing Instruction</p> <p>CEC/IIC Standard 5</p> | <p>Candidate fails to develop an age- and ability- appropriate instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.</p> <p>Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.</p> | <p>Candidate develops an age- and ability- appropriate literacy instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.</p> <p>Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.</p> | <p>Candidate develops an age- and ability- appropriate instructional plan that addresses a) specific reading and writing skills within and across curricula, and b) language development including phonological awareness and phonics, vocabulary, listening and reading comprehension and fluency.</p> <p>Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.</p> <p>Candidate describes instructional procedures, which include a</p> | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
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| | | | plan for utilization of augmentative communication strategies and devices to facilitate communication and comprehension of instructional content. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |
| Data Collection CEC/IIC Standard 5 | Candidate provides an incomplete or partial outline for data collection within the instructional | Candidate outlines plan for data collection within the instructional literacy plan. Candidate | Candidate outlines plan for data collection within the instructional literacy plan. Candidate | |

| Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
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| <p>literacy plan.</p> <p>Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p> | <p>discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.</p> | <p>discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.</p> <p>Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.</p> | |
| <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | | |

| | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
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| Assistive Technology CEC/IIC Standard 5 | Candidate fails to incorporate appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction that are specifically based on the needs of learners with moderate to severe disabilities. | Candidate incorporates appropriate assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. | Candidate incorporates a range of appropriate low tech and high tech assistive technology and augmentative communication devices, tools and/or strategies within literacy instruction based on the needs of learners with moderate to severe disabilities. These technology options support the student in reaching criterion for the identified literacy goals as well as improving student's behavior, independence level and/or social functioning. | |
| | Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. Key Element: | | | |

| Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Score/Level |
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| | <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. Key Element: 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities Key Element: 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. Key Element: 5.7 Beginning special education professionals teach cross- disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.</p> | | |