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

Spring 2018
EDSE 557 633: Foundations of Language and Literacy for Diverse Learners
CRN: 21370, 3 – Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates**: 03/13/18 – 05/15/18
Phone: 703-993-5469	**Meeting Day(s)**: Tuesday
E-Mail: mainswor@gmu.edu	**Meeting Time(s)**: 5:00 pm - 9:30 pm
Office Hours: By appointment	**Meeting Location**: Woodson HS room F 124
Office Location: 206A Finley	**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.

Prerequisite(s): None
Co-requisite(s): None

Course Description
Examines the 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. Notes: Field Experience required Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Lecture

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 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, 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). This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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

Access to Black board

GMU email

Additional Readings

As assigned and posted on BB

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 and/or Examinations
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 lesson plans, 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 poster presentation (see the additional assignments for information on this part.) . **This assignment (without the poster presentation) must be uploaded to Blackboard and to TK20.**

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

Part One: Literacy History

   a. Thorough description of the target student including present level of performance in literacy.
   b. 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
   c. Literacy and communication - the relationship between literacy and communication and how this has impacted your student's life.
   d. A summary of your student's literacy across the four blocks.

Part Two: Literacy Plan

   a. Identify a range of literacy instruction you will put in place in your classroom and for your student for the next school year. This range of activities should cover the 4 Blocks of literacy. Include both instructional strategies as well as activities that you will use to teach each of the blocks. [Think of this as the curriculum – the broad knowledge that you want your student to have]
      i. Self – Selected reading (include titles of the some of the texts YOU will introduce/use as well as some you might have available for this block)

ii. Working with Words Block: How do you plan to address moving your student forward in this block (remember to discuss both automatic and mediated reading)

iii. Guided Reading: What reading comprehension skills will you be teaching your student and what strategies might you use to teach these skills (remember the difference between instructional strategies and activities)

iv. Writing: How will you teach writing to this student?

b. Create a literacy goal for your student and include specific instructional strategies you intend to use during literacy instruction. [Think of this as an IEP type of goal – that targets a skill deficit that needs to be addressed so that the student can access the curriculum you presented above]

c. Evaluating progress- How will you evaluate the progress of your student? Be sure to link your evaluation to the IEP and VAAP.

d. AT- What assistive technologies will you incorporate into your literacy instruction for your student?

e. End of paper logistics

i. Conclusion: You need to have a concluding paragraph summarizing your paper.

ii. References: you need a reference page which lists all of the sources that you used and cited in your paper.

iii. Appendix: include the 5 lesson plans you wrote for class in the appendix.

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

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

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

There will be a total of 5 (five) 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. **In class assignments can NOT be made up** .

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 student's literacy goal
4. A presentation of how you will cover the 4 blocks (you might want to highlight fun activities to share with your classmates)

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 will complete the form electronically and submit a copy to me by the end of the class session. 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 each day the assignment is late.

Grading Scale

93 –100% = A

90 – 92% = A-

80 – 89% = B

70 – 79% = C
< 70 =   F

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

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.
3/13	Course overview Why literacy?	none	none

3/20	Four Blocks overview – guided reading;	Proposal for Literacy plan (bring a hard copy to class)	• Downing ch 1 • *Copeland & Keefe* chapter 1 & 6 • *Cunningham, Hall & Sigmon* Overview, Guided Reading
3/27	Spring break no class		
4/3	Guided reading continued		Make sure you are up to date on your reading so far.
4/10	Sight words & vocabulary – working with words	Guided reading lesson plan due	• *Copeland & Keefe* chapter 4, 5 & 7 • *Cunningham, Hall & Sigmon* Working with Words •
4/17	Phonics – working with words	Sight word lesson plan due	• Downing chapter 4 • *Copeland & Keefe Chapter 9*
4/24	Writing	Phonics lesson plan due	• *Article*: The art of Teaching Writing • *Copeland & Keefe* chapter 8 • *Cunningham, Hall & Sigmon* Writing
5/1	Self-selected reading and Literacy across the day/ organizing your literacy instruction	Writing lesson plan due	• *Cunningham, Hall & Sigmon* Overview, self-selected reading • *Copeland & Keefe* chapter 3 • *Downing* chapter 2
5/8	Inclusion & Literacy	Self-Selected Lesson Plan due	• *Copeland & Keefe* chapter 2 • *Downing* chapter 3 & 5 • *Copeland & Keefe* chapter 10, 11
5/15	Case study presentations & final notes on literacy	Case study due Poster for presentation **(you will complete the "What I learned" form in class)**	

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 turned off 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix
    Assessment Rubric(s)

EDSE 557 Literacy Case Study (Rev. 7.12)

created with 🅻 taskstream

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

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	the effect that these conditions can have on the learner's life.	conditions can have on the learner's life.	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.	

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.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Literacy History: Literacy Experience **CEC/ICC Standards 1 & 5**	Candidate fails to discuss the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate provides an incomplete outline of the barriers to literacy and discusses the personal and educational	Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy and discusses the personal and educational impact of lack of or restricted access	Candidate discusses the impact of learner's moderate to severe exceptionality on their life. Specifically, candidate outlines barriers to literacy, with a focus on language development and reading comprehension	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	impact of lack of or restricted access to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	to literacy environments and the full range of literacy instruction for learners with moderate to severe disabilities.	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.	

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:

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	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.			
Literacy History: Literacy and Communication CEC/ICC Standards 1 & 5	Candidate fails to discuss the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate provides an incomplete outline of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	Candidate discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	Candidate clearly and thoroughly discusses the personal and educational impact of the relationship between literacy and communication for learners with moderate to severe disabilities. Candidate outlines a clear plan for the instruction of a range of strategies to support and enhance communication for learners with moderate to severe disabilities including augmentative or assistive communication strategies or devices.	
	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.			

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	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.			
Literacy History: Culture, Communication and Literacy CEC/ICC Standards 1 & 5	Candidate provides an incomplete discussion of the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to	Candidate discusses the effect of cultural and linguistic differences (family background, native language and culture) on the growth and development related to communication and	Candidate discusses several specific effects of cultural and linguistic differences (family background, native language and culture) and establishes a clear link to the growth and	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	communication and emergent literacy for learners with moderate to severe disabilities.	emergent literacy for learners with moderate to severe disabilities.	development as related to communication and emergent literacy for learners with moderate to severe disabilities.	

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.

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	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.			
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.	
	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.			

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	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.			
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.	

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:

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	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.			
Reading/Writing Instruction CEC/IIC Standard 5	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. Candidate fails to select and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	Candidate develops an 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. Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs.	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. Candidate selects and adapts instructional strategies and materials according to characteristics of the learners with moderate to severe exceptional learning needs. Candidate describes	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
			instructional procedures, which include a plan for utilization of augmentative communication strategies and devices to facilitate communication and comprehension of instructional content.	

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.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
Data Collection	Candidate provides an incomplete or partial	Candidate outlines plan for data collection within	Candidate outlines plan for data collection within	

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
CEC/IIC Standard 5	outline for data collection within the instructional literacy plan. Candidate fails to discuss a plan to evaluate and modify instructional practices in response to ongoing assessment data.	the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data.	the instructional literacy plan. Candidate discusses plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations.	

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:

	Does Not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Score/Level**
	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.			
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:**			

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Score/Level
	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.			