**Course Title:** Literacy and Social Studies Instruction for Childhood Learners with Disabilities  
**Course Number:** SPE731  
**Semester:** Fall 2014  
**Instructor:** Dr. Barbara Chorzempa  
Department of Educational Studies, State University of New York at New Paltz  
**Office:** Old Main Building, Room 103C  
**Telephone:** (845) 257-2851  
**Office Hours:** Mondays 2:45-4:45; Tuesdays 10:00 – 12:00 or by appointment  
**Email:** chorzemb@newpaltz.edu

**Catalog Description**  
This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state and national standards.

**Elaborated Course Description**  
Using texts, online media, in-class activities and assignments, this course provides you with opportunities to learn about evidence-based and promising practices and the principles of universal design for learning. Through an exhaustive search of educational research literature, relevant experience-based knowledge, and current policy, faculty have identified these practices and principles as ones that are based on sound educational theory and are likely to enhance educational outcomes for students, families, and educators. This course also provides you with field experiences that allow you to identify and implement these practices and principles, and to collect practice-based evidence to determine and reflect on the extent to which these interventions work effectively and efficiently. Specifically in this course, a particular focus will be placed on strategy instruction as well as planning curriculum using principles of universal design for learning (UDL), assistive technology, and progress monitoring of students.

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**School of Education Conceptual Framework**

*Preparing Caring, Critical and Reflective Professionals to Maximize Student Success*

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

- **Critical Inquiry and Intellectual Development**  
  Candidates inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.

- **Professional Skills and Disposition**  
  Candidates develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.

- **Culturally Responsive Practice and Social Justice Education**  
  Candidates understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.

- **Democratic Citizenship and Student Advocacy**  
  Candidates respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.

Faculty, staff, and administrators strive to model, as well as nurture and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.
Course Competencies

This course has embedded within it readings, activities, and assignments which align with the following New York State and Council for Exceptional Children’s (CEC) common core of knowledge, skills, and dispositions. At the end of each course outcome, the links to the School of Education’s Conceptual Framework have been highlighted in bold print.

1. Know the scope and sequence of literacy and social studies within the NYS Learning and Common Core Standards. (CEC Stds. 1, 3; Critical Inquiry and Intellectual Development; Professional Skills and Disposition)

2. Follow procedures required for collaboratively developing an appropriate IEP for students in the least restrictive environment (LRE) and at childhood level based upon progress monitoring information. (CEC Stds. 1, 2, 4; Professional Skills and Disposition; Democratic Citizenship and Student Advocacy; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education)

3. Select, implement, and evaluate curriculum and instructional materials and practices, including a variety of evidence-based practices, which are appropriate for childhood learners with disabilities. (CEC Stds. 3, 5; Critical Inquiry and Intellectual Development, Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

4. Recognize assistive technology utilized by childhood learners with disabilities as it pertains to literacy and social studies instruction. (CEC Std. 4; Critical Inquiry and Intellectual Development, Culturally Responsive Practice and Social Justice Education)

5. Apply the concepts of universal design for learning to the general education classroom environment, instruction, and materials to accommodate the learning styles and needs of students and promote student-initiated learning and independence. (CEC Stds. 1, 5; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

6. Collaborate effectively with general education teachers, parents, and other educational staff regarding students’ exceptional learning needs. (CEC Std. 7; Democratic Citizenship and Student Advocacy; Professional Skills and Disposition; Culturally Responsive Practice and Social Justice Education)

7. Design, structure, manage and monitor daily routines and instruction effectively. (CEC Stds. 3, 5; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education)

8. Understand the interaction of disabilities with literacy skills (i.e., reading, writing, listening, speaking), critical thinking, and social skills, and use appropriate evidence-based practices to teach these skills. (CEC Stds. 3, 5; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

9. Use age appropriate strategies that integrate academic skills, functional living skills, social skills, and behavior management in the curriculum. (CEC Stds. 1, 2, 3; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)
After completing the field experience the student will be able to:

10. Plan, teach, evaluate and reflect upon teaching a small group of childhood learners with disabilities a learning strategy. (CEC Stds. 1, 2, 3, 4, 5; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

11. Plan, teach, evaluate, and reflect upon whole class lessons for childhood learners with disabilities as part of an instructional unit. (CEC Stds. 1, 2, 3, 4, 5; Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

12. Apply principles of universal design within a lesson and unit for a range of student abilities. (CEC Std. 5; Culturally Responsive Practice and Social Justice Education; Critical Inquiry and Intellectual Development; Democratic Citizenship and Student Advocacy)

13. Collaborate with other professionals (e.g., general education teacher, related service personnel, paraprofessional) to deliver instruction. (CEC Std. 7; Professional Skills and Disposition; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy)

Required Course Texts


IRIS modules
For this course we will be using the following modules and materials from the IRIS Center:


Recommended Resources


Recommended IRIS modules:
- RTI (Part 3): Reading instruction
- RTI (Part 4): Putting it all together
- CSR: A reading comprehension strategy
- Providing instructional supports: Facilitating mastery of new skills
- SOS: Helping students become independent learners
- Content standards: Connecting standards-based curriculum to instructional planning
- Universal design for learning: Creating a learning environment that challenges and engages all students
- Bookshare: Providing accessible materials for students with print disabilities

Course Requirements
Assignments in this course are divided into two parts: those related to the fieldwork component and those related to the content of the course. Rubrics for assignments are available on Blackboard.

1. **Field Experience**: For this course, you are expected to complete a minimum of 20 hours of fieldwork experience in a classroom with a student or students with a disability. If you are currently teaching, you may complete the field experience in your own classroom if you have permission from your administrator. (Permission letters are available on Blackboard and must be submitted to the instructor prior to the midpoint of the semester.) If you need a field experience placement, you should have already submitted a field placement request form. If you have not done so, you must do so immediately. You are not allowed to arrange for field experience placements on your own.

You are asked to implement two assignments in your field experience classroom and document your hours on a timesheet. Your timesheet is due no later than December 8th. (Critical Inquiry and Intellectual Development; Professional Skills and Dispositions; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy; CEC 1-5)
2. **Content learning module:** This field experience assignment will be personalized based on the setting for your field experience. On October 6th, individual conferences will be held in lieu of class to establish module requirements that would be most appropriate for you and your students. See additional sheet for more information. (Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy; CEC 1, 2, 3, and 5)

3. **Literacy strategy instruction:** This field experience assignment involves you teaching a literacy strategy to a small group of students, to target a specific skill or IEP goal. Please discuss the strategy you intend to implement with the instructor before it is implemented. A planning guide and further description of the assignment is attached. (Critical Inquiry and Intellectual Development; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy; CEC 1, 2, 3, and 5)

4. **Evidence-based practices:** In groups of three, you will present evidence-based practices (EBPs) related to a selected topic. You are to explain and demonstrate the EBPs. A handout for your peers must be provided as well. (Critical Inquiry and Intellectual Development; Professional Skills and Dispositions; Culturally Responsive Practice and Social Justice Education; Democratic Citizenship and Student Advocacy; CEC 3; CEC 5; CEC 7)

5. **IRIS modules:** In this course, you are asked to further develop your professional knowledge and skills through the completion of three modules available from the IRIS Center (iris.peabody.vanderbilt.edu). As evidence of completion, you are required to participate in online discussions reflecting on the modules. For each discussion posting, you must respond a minimum of two times, once to the discussion question and a second time to a classmate’s response. Responses should be a well-informed paragraph that provides an opinion, utilizes supporting arguments (from outside resources), and includes implications for teaching. Please also provide a thoughtful response to a peer. (Critical Inquiry and Intellectual Development; Professional Skills and Dispositions; CEC 1; CEC 6)

   Required modules:
   Classroom assessment (part 2): Evaluating reading progress;
   Improving writing performance: A strategy for writing persuasive essays; and,
   SRSD: Using learning strategies to enhance student learning.

   Other IRIS modules are listed as suggested resources. If you are provided with the opportunity to complete an optional IRIS module, you are asked to select one not previously viewed as an assignment in another course. If you have already completed a required IRIS module for this course, please notify the instructor before completing the assignment.

6. **Professionalism:** Your professionalism in this course is expected at all times and will be evidenced in several ways. You are required to arrive on time to class, be prepared for class, adhere to the written work policy, participate in discussions, and work successfully and respectfully with other students and the instructor. You are also asked to maintain the highest ethical standards and will be asked to sign an ethics statement. You are reminded to observe confidentiality concerning students, schools and/or agencies. If you must mention specific students in your written work or in class discussions, please use pseudonyms.

   Required Readings: It is expected that the readings will be completed for the designated class sessions. Readings are assigned to help you in making deeper connections with the concepts being taught and to serve as useful resources in your teaching. All assigned course readings (other than the text chapters) are accessible through Blackboard. If it appears readings are not being
conducted before class sessions, I reserve the right to offer pop quizzes which will count towards your professionalism grade.

Participation: This class will be highly participatory. In order for you to participate fully in class, you must be present and punctual. It is expected that you will collaborate with others and assist each other’s learning. Each class session, be prepared to make specific connections between the readings and the topics of discussion. You will be held responsible for information covered and distributed in class, and therefore you should consult with classmates if you have missed class.

Absences should occur only because of illness or other serious events. Your attendance is important and you are expected to be in class from 5:00 p.m. until 7:50 p.m. Each absence over one will result in a loss of 5 points per absence. Lateness to class will be penalized. Each late attendance over two will result in a loss of 2 points per tardy.

Cell phones – Please do not text during class. If you need to text because of an emergency situation, please leave class. Texting in class will result in a deduction of points from your grade. Also, please remember to silence your cell phone before entering the classroom.

Dispositions - Professionalism in the workplace is essential. You are reminded to speak, dress, and act in a professional manner when in the school(s) for your field experience. As per the Conceptual Framework, it is expected candidates develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change. Your professional skills and dispositions will be considered when evaluating your performance for the professionalism portion of this course.

Compliance with Section 504 of the Rehabilitation Act of 1973
Teacher candidates who may need reasonable accommodations because of a disability must make an appointment to speak with me. You may also speak with the director of the Disability Resource Center at 257-3020 for additional assistance.

Academic Dishonesty and Plagiarism
Plagiarism and/or cheating will be taken very seriously in this course. Any evidence of cheating or plagiarism (e.g., use of past student papers, failure to cite information or acknowledge direct quotes) will result in failure of the assignment and possibly the course. The Publication Manual of the American Psychological Association (6th Edition) should be used as your guide for citing sources.

Academic integrity statement from the faculty handbook:
Plagiarism is the representation, intentional or unintentional, of someone else’s words or ideas as one’s own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person’s words in a paper, the student must place them within quotation marks or clearly set them off in the text and give them appropriate citation. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore is a violation of the property of the author plagiarized and of the implied assurance by the student when they hand in work that the work is their own. If the student has any questions about what constitutes plagiarism, it is the student’s responsibility to clarify the matter by conferring with the instructor (Faculty Handbook, 2008, p. 33-34).

Written Work Policy
All assignments are due on the designated class session. Late assignments will only be accepted under extenuating circumstances. Late assignments will be awarded a 5-point deduction each day the assignment is late. The format must be organized, syntactically correct, word-processed (using 12 pt.
font), double-spaced (unless otherwise noted) and printed clearly. Your language should be free of gender, racial and other biases. Use person-first language by stating a “student with a disability” as opposed to “disabled students”. It is strongly suggested that your work be proofread (self or by others) for clarity and accuracy before it is submitted for a grade.

All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association* (6th ed.). If you are unfamiliar with the APA style of referencing, please review the manual that is on reserve in the Sojourner Truth Library. A PowerPoint presentation is available to you on Blackboard addressing the major concepts of APA formatting.

*Please do not use any plastic report covers or plastic sleeves when submitting your work.*

If you need assistance with constructing, writing, or editing your papers, you are encouraged to make use of the writing services available through the Center for Academic Development and Learning.

**Inclement Weather**
In the event of severely inclement weather, SUNY New Paltz may cancel classes. To find out if classes are canceled, call 257-INFO or check the website. If SUNY NP has not canceled, class will be in session. In the rare event that I cancel class but SUNY NP is open, I will post this information on Blackboard.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Content Learning Module</td>
<td>30%</td>
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<tr>
<td>Literacy Strategy Instruction</td>
<td>30%</td>
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<tr>
<td>EBP Assignment</td>
<td>15%</td>
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<tr>
<td>IRIS modules (3 x 5)</td>
<td>15%</td>
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<tr>
<td>Prezi Presentation of module</td>
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<tr>
<td>Professionalism</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading Criteria**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<td>D</td>
<td>65-69</td>
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<td>F</td>
<td>Below 65</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>08/25/14</td>
<td>Course Overview/Introductions</td>
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<tr>
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<td>What is Literacy? Essential elements of reading</td>
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<tr>
<td>09/01/14</td>
<td><strong>No class—labor day</strong></td>
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<tr>
<td>09/08/14</td>
<td>Social Studies</td>
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<td></td>
<td>Essential Questions</td>
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<td>09/15/14</td>
<td>Evidence-based practices for literacy</td>
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<td></td>
<td>Systematic, explicit reading instruction</td>
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<td></td>
<td>Tier 1, 2 and 3 instruction</td>
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<td>Overview of strategy instruction</td>
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<tr>
<td>09/22/14</td>
<td>Universal Design for Learning and Differentiation</td>
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<td></td>
<td>Practice-based evidence model</td>
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<td></td>
<td>Lesson planning for inclusive classrooms</td>
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<tr>
<td>09/29/14</td>
<td>Language Development/Processes</td>
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<td></td>
<td>Phonemic Awareness and phonics</td>
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<tr>
<td>10/06/14</td>
<td>Field experience conferences</td>
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<td>10/13/14</td>
<td><strong>Fall break: No class</strong></td>
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<td>10/20/14</td>
<td>Fluency</td>
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<td><strong>IRIS module: Classroom assessment</strong></td>
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<td><strong>Content learning module draft</strong></td>
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<td>10/27/14</td>
<td>Vocabulary</td>
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<td>11/03/14</td>
<td>Reading Comprehension</td>
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<tr>
<td>11/10/14</td>
<td><strong>Assistive Technology for Literacy conference at BOCES from 5-7 pm.</strong></td>
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<tr>
<td>11/17/14</td>
<td>Reading Comprehension cont.</td>
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<td></td>
<td>Content area literacy</td>
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<tr>
<td>11/24/14</td>
<td>Writing</td>
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<td></td>
<td><strong>IRIS module: Improving writing performance: A strategy for writing persuasive essays</strong></td>
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<tr>
<td>12/01/14</td>
<td>Writing cont.</td>
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<tr>
<td></td>
<td>Spelling</td>
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<td>12/08/14</td>
<td>Motivating readers and writers</td>
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<td></td>
<td>Self-regulation</td>
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<td></td>
<td>Examples of Assessments (DIBELS, DRA)</td>
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</tbody>
</table>
As a graduate student of SUNY New Paltz, you are asked to complete the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of three or more students. I value your feedback and use it to improve my teaching and planning. Please complete the form online during the last week of classes, Dec 1-Dec 10, 2014.
References and other sources you may find helpful (Please note these pages do not strictly adhere to APA style as a means of providing the resources on fewer pages.)


Evidence-based practices assignment

In groups of three, you will present to your peers evidence-based practices related to the topic of the week. Specifically, each group will be given articles noting EBPs in literacy and then you will explain and implement those practices during the second half of the assigned class period. Prepare a handout describing the practice and cite research to support its use. You may find the sites listed below as a good resource.

During your presentation, please state examples of how the practice could be taught using concepts of universal design for learning and any assistive technology that could be used.

Some sites you may wish to view:
Center on Instruction (www.centeroninstruction.org)
Learning Port (www.learningport.us)
The IRIS Center (www.iris.peabody.vanderbilt.edu)
National Comprehensive Center for Teacher Quality Project (www.tqsource.org)
Technical Assistance and Dissemination Network (www.tadnet.org)
Best Evidence Encyclopedia (www.bestevidence.org)
Equity Alliance (www.equityallianceatasu.org)
Center for Applied Special Education Technology (www.cast.org)
Center for Implementing Technology in Education (www.cited.org/index.aspx)
National Research Center on Learning Disabilities (www.nrcld.org)
National Center for the Dissemination of Disability Research (www.ncddr.org)
Reading Rockets (www.readingrockets.org)
University of Kansas Writing Center (www.writing.ku.edu/~writing/guides)
Promising Practices Network (www.promisingpractices.net)
National Center to Inform Policy and Practice in Special Education Professional Development (www.education.ufl.edu/grants/ncipp)
National Center on Response to Intervention (www.rti4success.org)
Fieldwork Experience and Related Assignments

One of the missions of the Master’s program in Special Education is to support your development in becoming a proactive teacher, democratic citizen, and strong student advocate. As a part of this class, you are required to complete a minimum of 20 hours fieldwork experience. A log of your hours is due no later than December 8th. There are two assignments which will relate to this fieldwork experience and each is described below.

Field Experience Assignment: Content Learning Module

After consulting with the instructor, you will construct a content learning module which will include a series of lessons addressing the ELA and SS Common Core Standards and implemented in part in your fieldwork experience. The intention of this assignment is to apply what you are learning in this course with students in your field experience. Recognizing the vast differences in the field experiences, this assignment will be personalized to meet the needs of you and your students (e.g., this assignment can be implemented whole class or small group).

You will construct documents for each requirement noted below and will submit them in the form of a Prezi (www.Prezi.com). On October 20th, you will submit a draft of your Prezi and will receive informal feedback. The final Prezi is to be submitted on November 17th.

Please design your Prezi to include the following requirements:

1. **Module Overview**: Describe the theme (e.g., Ancient Civilizations: Focus on Ancient Greece) and content of the module. Please explain the connection of this module to the ELA and SS common core state standards (CCSS) for the grade you are teaching and address why it is important for the students you are instructing to learn the material. You do not need to list the standards in this overview, but rather provide an explanation as to how the module links to the CCSS. Please also describe how you address the barriers of implementing the common core.

2. **Essential Questions and Evidence**: Using class notes and readings, determine the essential questions that provide the focus for your module. Limit your essential questions to between 2 and 4.

   For each essential question, decide what type of evidence (e.g., performances, artifacts, presentations, problem solving tasks, tests) the students must produce to demonstrate their understanding. List the evidence under each question.

   Also provide a description for an overall module assessment (e.g., test, essay).

3. **Lessons**: The module must include a series of four lessons, of which two lessons need to utilize the full lesson plan template (available on Blackboard). If you have the opportunity, please teach both lessons. If your field experience is such that you only have the opportunity to teach one, the second lesson that you write up could be a follow-up lesson that you would ideally teach. However, you could also write a non-sequential lesson. The other two lesson concepts do not need to utilize the full lesson plan template; however, please provide a description of the lessons that would precede or proceed the lessons you have taught and explanation of their importance within the module.

   One lesson is due when you submit a draft of your Prezi on October 20th.
Module lessons should not duplicate the strategy lesson you used for the small group, but you can teach a strategy. In each lesson plan you must implement at least 2 evidence-based practices (EBPs) and put an asterisk (*) next to them. The lesson(s) that you teach should include with it all resources and assessments that you need to accomplish the lesson (e.g., graphic organizers, assignments, assessment tools). You will also need to provide two student work samples for each lesson you teach.

4. **Rationale**: Write a rationale for the content and instructional methods you use in this module. Address the following issues and support your general statements with specific examples.
   a. Why you have chosen the evidence-based practices, instructional strategies or approaches and groupings you noted for each of your lessons. Remember that you must identify and describe two evidence-based practices or approaches you used (or planned to use) that were new to you from texts or other reputable resources and include the references.
   b. Why you chose the types of materials, technology, and student products you did. In other words, how did you differentiate the content (representation) and the student products (expression) using UDL principles? Why are they developmentally appropriate for these students?

   The rationale should include support from at least four current peer-reviewed sources, such as journal articles, other than those provided as course readings or as a resource from the instructor. Cite your references according to APA style and include a reference list. You can use them to answer any of the questions above.

5. **Final Presentation**: For your final presentation, you will have approximately 5 minutes to highlight important information in your Prezi to your peers.
Field Experience Assignment: Literacy Strategy Instruction:

Select one literacy strategy and work with a small group (3 to 5 students), teaching them the strategy. This instruction is to occur over several small instructional periods (minimum 3), with time for review included. Documentation of implementation is to be handed in on Dec 1, 2014. Please follow the steps in the practice-based evidence (PBE) model to complete this assignment. It is the hope that you apply the knowledge from this course as well as topics addressed in previous courses (e.g., curriculum based measurement) in this assignment. To assist you in implementing and writing up this assignment, refer to PBE PowerPoint, planning template and assignment rubric. When submitting this assignment, please use the steps in the PBE model as section headings.
## Literacy Strategy Instruction Planning Guide

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify a learning objective and a brief rationale for why you selected that learning objective. Include a description of the students (e.g., number, range of abilities and disabilities, student interests) and why the learning objective relates to the students.</td>
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<tr>
<td>2.</td>
<td>Describe your assessment probe and attach it.</td>
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<tr>
<td>3.</td>
<td>Describe practices (2 or 3) you considered using to meet the learning objective and cite evidence to support these practices. Note reason(s) why these practices were not selected for implementation.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe the strategy you selected for implemented and cite the research to support this practice. State why you chose this practice.</td>
</tr>
<tr>
<td>5.</td>
<td>Describe the steps you took to implement your practice(s) with fidelity and provide examples. Note any changes in the practice(s) you made and why. Attach abbreviated lesson plans for each instructional session as well as at least two samples of student work for each lesson.</td>
</tr>
<tr>
<td>6.</td>
<td>Solicit feedback from at least two of your students regarding the acceptability of the practice(s). State the procedures you used to collect these data and provide the student responses.</td>
</tr>
<tr>
<td>7.</td>
<td>Provide a narrative with a summary, an analysis and a reflection of the data. In your reflection be sure to include: the impact of the practice(s) on your students; the aspects of the practice(s) that were effective and/or ineffective; the reasons your practice(s) were effective and/or ineffective; the acceptability of your practice(s) from your perspective and based on the acceptability data you collected from your students; and, the changes you would make in your practice(s) in the future. Also include your visual representation that includes baseline and intervention data.</td>
</tr>
<tr>
<td>8.</td>
<td>If you have the opportunity to share data with others, please describe.</td>
</tr>
</tbody>
</table>
Appendix A: Sample Fieldwork Experience Log

Name

School and District
Contact person (e.g., cooperating teacher, administrator)
Contact person’s contact information (e.g., email or school phone number and extension)

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<tr>
<th>Date</th>
<th>Time start/finish</th>
<th>Instruction / Activity</th>
<th>Total Time</th>
<th>Signature</th>
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### Appendix B: Lesson Plan Template

<table>
<thead>
<tr>
<th>Date</th>
<th>Period/Time</th>
<th>Lesson # in Unit</th>
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<tbody>
<tr>
<td><strong>Placement information:</strong> What is the school, grade level, and subject area(s)?</td>
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**Topic:**

How does this lesson "fit" in the sequence of learning for this class? (e.g., new concept, application of a concept, review of content)

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) What aspects of diversity will you address in designing the lesson?

**Personnel:** Who will participate in the lesson? (e.g., educators, related service providers, paraprofessionals, volunteers)

**Co-teaching models:** Check the co-teaching model(s) used during this lesson. Describe the co-teacher's roles during the lesson, if applicable.

- __one teach - one observe__
- __one-teach - one drift__
- __station teaching__
- __parallel teaching__
- __alternative teaching__
- __team teaching__

**Essential Questions:** What are the essential questions for your lesson?

**Lesson Standards:** What Common Core or NYSED standards are addressed by the lesson objectives? If using the NYSED standards, what performance indicators are addressed?

<table>
<thead>
<tr>
<th>Student Learning Objectives: What are the specific measurable and observable learning, behavioral, and social objectives for the lesson?</th>
<th><strong>Assessment:</strong> How will you assess each student learning, behavioral, and social objective (e.g., pre-assessment, formative assessment, summative assessment, self-assessment)?</th>
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**End of Unit Assessment** – if applicable

**Resources and Technologies:** What are the resources and technologies needed for this lesson (e.g., text, media, instructional technology, assistive technology (low/high tech), websites, equipment, materials, assessment tools)?

**What are the IEP goal(s) and 504 accommodations in this lesson? Please briefly describe how these are addressed in this lesson.**
**Targeted Students:** For whom is the lesson universally designed or differentiated (e.g., students who are struggling, average, high performing in academics or behavior; specific disabilities; English language learners)? Address the appropriate aspects of UDL - representation (content), engagement (process), and expression (product) in the chart below.

<table>
<thead>
<tr>
<th>Student (pseudonym initials) &amp; Strengths</th>
<th>Potential Barriers</th>
<th>UDL Solutions</th>
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**Lesson Outline**

Describe the sequence you will follow to implement your lesson (i.e., introduction, lesson implementation, assessment, closure). Please also note the role and responsibilities of each faculty and staff members utilized in this lesson.

Be sure to include the UDL solutions you have identified above (e.g., grouping techniques; questions that struggling, typical and advanced students can answer) in your description of the lesson sequence below.

Use an asterisk * to indicate ALL evidence-based practices used in the lesson.

A. Introduction: How will you obtain the students’ attention and provide them with the lesson objective(s)?

Teacher Action:

Student Action:

B. Lesson Implementation: What instructional techniques (e.g., I do - instruction/modeling; We do - guided practice; You do - independent practice) will you use to implement this lesson? How will you sustain students’ engagement?

Teacher Action:

Student Action:

C. Assessment: How will you evaluate students’ performance of the objective(s) using the assessment(s) stated above?

Teacher Action:

Student Action:

D. Closure: How will you assist students in organizing the information learned, clarifying any misconceptions/confusion, introducing/explaining homework, and transitioning to next activity?
Teacher Action:

Student Action:

Reflection:

Of the number of students in the class, how many met the student learning objective(s)? How do you know?
What about the strategies and/or evidence-based practices helped your students meet the lesson objectives?

Did you deviate from your lesson plan while you were actually teaching and, if so, why?

What aspects of your lesson would you change and why? If there were students who did not meet the objectives, what could you have done differently? What will you teach next?

How did you address student diversity in your lesson?

Based on your lesson reflection and student assessment data, what are your next steps in improving your practice?