



**Midwest Teachers Institute**  
Teachers Helping Teachers

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## MTI 521-Building Literacy Skills for Students with Disabilities

### Instructor Information:

<b>Instructor Name:</b>	Teresa Piattoni- M.Ed
<b>MTI Grading:</b>	<a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>
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### Course Information

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b><u>DISTANCE COURSE:</u></b> Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course.</p> <p>Approximately 45 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. Directions on how to order an official transcript are available by going to <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and clicking on <b>transcripts</b>.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
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<p><b>Formatting Requirements</b></p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>
<p><b>Prerequisites and Credit Limits</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>
<p><b>Required Books and Materials</b></p>	<p>Downing, June. (2005). <i>Teaching Literacy to Students With Significant Disabilities: Strategies for the K-12 Inclusive Classroom</i>, 1st edition, Corwin Press- ISBN-13: 978-0761988793</p>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the barriers to literacy instruction. InTASC 2,3</li> <li>2. Understand the relationship between communication and literacy. InTASC 7</li> <li>3. Develop and plan for delivery of literacy goals. InTASC 1,3,4,7,8</li> <li>4. Evaluate literacy progress. InTASC 5</li> <li>5. Reflect on literacy instruction and assessment practice. InTASC 7,9</li> </ol>	
<p><b>Course Description:</b> This course will walk the educator through information about Literacy, Literacy and federal mandates in education, and literacy for students with disabilities. Educators will examine how students with a wide range of disabilities can build literacy and communication skills. Educators will consider how to plan literacy activities, teach literacy skills, and evaluate progress.</p>	
<p><b>Learning Strategies:</b> Professional literature analysis, personal reflection, application assignments and project-based learning.</p>	
<p><b>Experiential Learning Opportunities:</b> Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student</p>	

learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Textbook Reading/Analysis	Required	13 hours
Text questions- 10 @ 9 PTS EACH	90 points	6 hours
Applications- 2 @ 45 PTS EA	90 points	8 hours
Action research project	100 points	12 hours
Final evaluation essay	100 points	6 hours
<b>Total points possible</b>	<b>380 points</b>	<b>45 hours</b>
<p><b>Grading Scale: A (90-100%); B (80-89%)</b>  <i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i>            If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

<b>Text Question Rubric- 10 questions @ 9 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal (1 pt)</b>
<b>Supporting Evidence in Practice</b> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Project Rubric</b>			
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal ( 15-14pts)</b>
<b>Understanding of web tool</b> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.

<b>Practical evidence</b> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<b>Completion</b> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<b>Grammar and Spelling</b> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Application Rubric</b>			
<b>Category</b>	<b>Superior (15-13 pts)</b>	<b>Sufficient (12-10 pts)</b>	<b>Minimal(9-7pts)</b>
<b>Supporting Evidence in Practice</b> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Evaluation Rubric</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b>	Response is written in a clear, concise, and well	Response is mostly clear, concise, and well	Response is somewhat unclear and/or	Response is mostly unclear and/or

____/20	organized manner. Thoughts are presented in a coherent and logical manner.	organized. Thoughts are presented in a coherent and logical manner.	disorganized. Some thoughts are presented in a coherent and logical manner.	disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

## Course Assignments

### **Text Questions: Read and Reflect (90 points)**

Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. List and describe one barrier to literacy instruction for students with disabilities and list and describe one opportunity that breaking that barrier can offer to students with disabilities.
2. Explain in detail the close relationship between literacy and the development of communication skills.
3. Describe an age group and give advice to the teacher of that age group for planning engaging literacy activities.
4. Write an IEP goal and a benchmark for literacy based activities that would promote growth for a special need student.
5. Provide 2 considerations for teaching literacy skills and describe 2 specific instructional strategies for teaching literacy skills and tell why each strategy would be likely to be effective.
6. Why does practical literacy learning opportunities involve the use of a daily planner?
7. What is the challenge of linking IEP goals to learning standards and how can teachers meet this challenge?
8. Describe one strategy that would support the generalization of skills written within an IEP. How would it be implemented throughout the day?
9. What are the key concepts of the future for literacy access and instruction and how should future teachers be prepared to implement these concepts?
10. What interventions are used to promote and support literacy at home and at school?

***Choose 2 of the 3 applications to answer (45 points each, 90 points total).***

#### **Application #1**

Imagine that you are a literacy teacher in a grade (please specify the grade you have selected). Identify and write 1 objective for your literacy instruction, how this objective relates to common core literacy standards, and what learning activities would support meeting the goal for students with disabilities.

#### **Application #2**

Write an annual IEP goal for literacy for a student with disabilities (please specify grade) and show the adaptations or modifications necessary for the student to meet the literacy goal. Identify the 3 quarterly benchmarks associated with your annual goal and identify the school personnel that would collaborate to work toward goal achievement.

### **Application #3**

Develop a powerpoint presentation of between 10-15 slides explaining to education colleagues why literacy skills are so important to students with disabilities and how educators should respond to the responsibility of teaching literacy skills to students with disabilities. Be sure to include some of the key concepts and specific instructional and assessment information.

### **Action Research**

Choose one disability and define it, explaining what it is and how it affects the individual, how research and science has enhanced their life through various findings, and how individuals with that particular disability could be successful in school and life. 3-5 pages long using APA format.

#### Topics:

Autism Spectrum Disorder

Down Syndrome

Intellectual Disability (ID)

Emotional Disturbance (ED)

Traumatic Brain Injury (TBI)

Auditory Impairment (AI)

Prader Willi Syndrome

Marfan Syndrome

Cleft Palate

Cerebral Palsy

Dwarfism

### **Evaluation Essay**

Choose one of the two assignments for your final assessment. Please respond with a 3-5 page doublespaced paper, using APA format.

#1: Describe your classroom or the classroom of a colleague. Identify a formal and informal assessment of literacy that would be appropriate selections for assessing literacy development for the students of the classroom you described. Tell why each choice would be appropriate and list any potential challenges you might encounter.

#2: Address the issues related to serving students with disabilities in general education classrooms. Devise solutions for the issues you raise and develop a rationale for why students with a particular severity of disabilities (you select the level of severity) should or should not be included in general education for literacy instruction.

## **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.