



Your University of Choice



## MTI 521-Building Literacy Skills for Students with Disabilities (ON-LINE)

**Website:** Once you register you will be receiving an invitation from your instructor via [www.coursesites.com](http://www.coursesites.com) along with registration information.

**Grade Level:** K-12

**Instructor:** Teresa Piattoni

**Instructor email:** [tpiattoni@sd170.com](mailto:tpiattoni@sd170.com)

**Midwest Teachers Institute Contact Information:** [info@midwestteachersinstitute.org](mailto:info@midwestteachersinstitute.org)

**Credits:** 3 hours from Calumet College of St. Joseph

Calumet College of St. Joseph is an independent co-educational **NCATE Accredited**, liberal arts institution, fully accredited by the Higher Learning Commission, a member of the North Central Association. CCSJ is accredited to offer master's, baccalaureate and associate's degrees, certificates, and diplomas by the **Higher Learning Commission**, a member of **North Central Association (NCA)** 30 N. LaSalle St., Chicago, IL 60602-2504, (800) 621-7440.

Please include the following information in bold on the cover page when you turn your work in:

**Last Name** \_\_\_\_\_ **First Name** \_\_\_\_\_  
**Home Address** \_\_\_\_\_  
**Email Address** \_\_\_\_\_ **Grade/Subject** \_\_\_\_\_  
**Taught** \_\_\_\_\_  
**School District Name** \_\_\_\_\_ **City** \_\_\_\_\_  
**State** \_\_\_\_\_  
**Name of Class** \_\_\_\_\_ **Date Turned In** \_\_\_\_\_

### Credit Limits:

All students taking graduate courses through Midwest Teachers Institute are limited to the following maximum number of classes:

- Fall Semester 9 credit hours
- Spring Semester 9 credit hours
- Summer Semester 12 credit hours
- Total maximum for year 30 credit hours

### Requirements for Taking Courses through Midwest Teachers Institute

All MTI courses are designed for educators who have a minimum of a bachelor's degree. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.

### **Formatting Requirements**

1. All assignments must be completed and returned in the same order as they appear in the course packet.
2. All work must be completed. Any work left incomplete will be returned and will not receive a grade.
3. All completed coursework **must be turned in via internet attachments**. Please name your attachment with your course number and your full name (ex. **100JohnSmith**) and submit it as a Microsoft Word document. ***Please submit all work to:***  
[grades@midwestteachersinstitute.org](mailto:grades@midwestteachersinstitute.org)

### **Compliance with National Board for Professional Teaching Standards (NBPTS)**

NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community. **This course is in compliance with all of the 5 NBPTS Core Propositions.**

### **Course Description**

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.

### **Course Objectives**

Following the completion of this course, the teacher will be able to:

- Identify the barriers to literacy instruction
- Discuss the effects of literacy on quality of life
- Understand the relationship between communication and literacy
- Develop literacy goals
- Plan literacy activities
- Teach literacy skills
- Evaluate literacy progress
- Reflect on literacy instruction and assessment practice

### **Required Reading**

Textbook: Downing, J. E. (2005). *Teaching Literacy to Students with Significant Disabilities: Strategies for the K-12 Inclusive Classroom*. Thousand Oaks, CA: Corwin.

## **Grading**

The total grade will be determined by adding the points from the following 4 categories:

Discussion Posts	45 points
Discussion Responses	90 points
Quizzes	20 points
Applications/projects	90 points
Evaluations	100 points
Total	345 points

## **Schedule of Assignments**

### **Week 1**

- Please read chapters 1 and 2
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.

### **Week 2**

- Please read chapter 3
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application Assignment #1. Must be completed by Sunday night.

### **Week 3**

- Please read chapter 4
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Quiz over information covered on pages 4 thru 110. Must be completed by Sunday night.

### **Week 4**

- Please read chapter 5 and 6
- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.

- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Application Assignment #2. Must be completed by Sunday night.

### Week 5

- Please reply to the discussion question posed by the teacher. Must be completed by Tuesday night.
- Read the posts from other students and respond to at least 2. Must be completed by Thursday night.
- Evaluation Assignment. Must be completed by Sunday night.

## END OF COURSE SURVEY

- Now that you are finished with your class, please take the time to help us improve. In order to make sure that we are providing the best possible service, please go to: [http://www.midwestteachersinstitute.org/course\\_survey\\_12.html](http://www.midwestteachersinstitute.org/course_survey_12.html). Take the course survey, **which is required for you to receive your grade**. We at MTI appreciate and value your feedback.

### Discussion Posts and Response Rubric:

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<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.

### Application rubric:

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal (9-7 pts)	Below Standard (6-4 pts)
<b>Understanding of web tool</b> ____/40	Response shows strong understanding of the web tool and is utilized to maximize student learning	Response shows adequate understanding of the web tool and will benefit student learning	Response shows some understanding of web tool but may not benefit student learning	Response shows little understanding of web tool and may not benefit student learning

<b>Task Completion</b> ____/40	All tasks are completed and are thoughtful and meaningful.	All tasks are completed but with minimal quality	Almost all tasks are completed.	A few tasks were not completed.
<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.

### Evaluation rubric:

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal (12-9 pts)	Below Standard (8 pts)
<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> ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or 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.