

SPED 547: Adaptations of Basic Skills Instruction
Fall 2026
Schedule Number: 23645

COURSE INFORMATION

Class Days: Wednesday

Email: lcollins2@sdsu.edu;
ehowerton@sdsu.edu

Class Times: 4:00-6:40 pm

Office location: Zoom (email instructor
for link)

Location: GMCS-325

Collins Office hours: T & W 2-4 pm; PM;
by appointment

Mode of Delivery: Face to Face

Instructors: Dr. Lauren Collins &
Professor Elizabeth Howerton

Students are provided with an [SDSU Gmail account](#), and this SDSU email address will be used for **all** communications. Per University Senate policy, students are responsible for checking their official university email once per day during the academic term. For more information, please see [Student Official Email Address Use Policy here](#). Students will receive correspondence about the course via email and through Canvas.

Students should email the instructor directly, using the SDSU email addresses, rather than using the communication tab on Canvas or Blackboard. I will do my best to respond to emails sent between 8 am Monday and 5 pm Friday within 24 hours; emails sent on weekends and holidays will be responded to on the next business day. If you have not received a response from me within 48, I welcome a follow-up prompt.

HELP CONTROL THE COVID-19 PANDEMIC:

Addressing the COVID-19 pandemic is a shared responsibility. Each of us has a role to play in keeping our learning environments and campus as safe as possible. To that effect, it is critical students are aware that SDSU policy requires the wearing of face coverings by faculty, staff, and students on campus except if you are alone in a private office or eating outside while maintaining physical distancing of at least 6 feet. All individuals on campus must also practice physical distancing, stay home if ill, care for common work spaces if you use them, and report if you receive a positive COVID-19 test. Instructions for caring for instructional spaces will be posted in each lab, clinic, or classroom; supplies will be available. Individuals are required to provide their own facial coverings. If students need assistance purchasing facial coverings, please contact the [Economic Crisis Response Team](#).

All SDSU community members are encouraged to make a commitment to health and safety, please consider signing the [SDSU Health Commitment](#). For additional COVID-19 information, visit the university's [COVID website](#).

COURSE OVERVIEW AND STUDENT LEARNING OUTCOMES

Department of Special Education Mission Statement:

The mission of the Department of Special Education is to develop the untapped potential of individuals with disabilities, talents, and diverse backgrounds and to make a significant positive impact on the learning and life environments of people with exceptionalities.

Course Overview:

This special education methods course is designed to present information on the instruction of students with moderate disabilities. A focus on diversity is inherent in the design of the course and information of teaching culturally and linguistically diverse students is infused throughout with emphasis on teaching English learners. Students will learn adaptations in curriculum and instruction for students with disabilities in language development, math, pre-math, pre-reading, reading, language arts including: informal assessment, formulation of long- and short- term instructional objectives, design and delivery of instruction including lesson development, on-going assessment, and modification of instruction based on student progress.

California Commission on Teaching Credential Preliminary Core Standards

Addressed: Standard 9: Preparation to Teach Reading/Language Arts; Standard 10: Teach English Language Learners; Standard 13: Curriculum and Instruction

CCTC Preliminary Mild to Moderate Standards Addressed: Standard 3: Planning and Implementing Curriculum and Instruction; Standard 5: Specific Instructional Strategies

CCTC Preliminary Moderate to Severe Standards Addressed: Standard 3: Assessment, Program Planning and Instruction—635

Teaching Performance Expectations:

- TPE 1 Engaging and Supporting All Students in Learning
- TPE 2 Creating and Maintaining Effective Environments for Student Learning
- TPE 3 Understanding and Organizing Subject Matter for Student Learning
- TPE 4 Planning Instruction and Designing Learning Experiences for All Students
- TPE 5 Assessing Student Learning
- TPE 6 Developing as a Professional Educator
- TPE 7 Effective Literacy Instruction for Students with Disabilities

At the completion of this course, students will be able to:

- Adjust instruction to meet the needs of culturally and linguistically diverse learners.
- Utilize the Common Core Standards and English Learner Development Standards to assess, plan and deliver instruction.

- Demonstrate knowledge and skills regarding approaches and adaptations for teacher language, math, pre-math, pre-reading, language arts, and to some extent content area adaptations of those approaches given students who present problems learning.
- Use “structure of the lesson” which reflects an organized, effective system for delivering instruction by writing lesson plans and teaching lessons with include all of the parts of this structure.
- Use “critical presentation skills” which reflect effective teaching and successful learning by writing lessons plans and teaching lessons that include each “skill” (gain attention, pacing, ensuring all students an equal opportunity to learn).
- Write long- and short-term objectives for an instructional group or an individual in language, reading, language arts, and math.
- Demonstrate knowledge of supplemental curricula for teaching language, pre-math, math, pre-academic skills, reading, language arts, and to some extent content areas.
- Design instruction sequences that adhere to the guidelines for teaching concepts, rules, and strategies in reading and math.
- Demonstrate effective corrective feedback and the guidelines for the correction of student work.
- Select appropriate independent work and homework to maximize student learning and success.
- Establish a data recording procedure for measuring growth related to a specific short-term objective.
- Define and include the use each of the following models of instruction in at least one instructional sequence: reciprocal teaching, peer tutoring, Sheltered English, Total Physical Response, learning strategies, explicit instruction, cooperative learning.

California Dyslexia Guidelines

The California Department of Education believes that the following principles are essential to educating students with dyslexia. These principles form the foundation of the guidelines and inform the perspective from which the guidelines were written:

- Students with dyslexia need a knowledge-based and active system of support that includes families, educators, and other professionals.
- Learning needs related to dyslexia exist on a continuum; therefore, systems of support must be designed to meet the diversity of students’ needs.
- An educational system should address the needs of individual students within an integrated and tiered system of support.
- Students who have dyslexia are “general education students” first, can be educated in general education classrooms, and benefit from a wide variety of supports. Those supports must include a comprehensive, evidence-based approach to reading and language instruction that is implemented by trained educators. Required supports may include various accommodations and assistive technology. Students with dyslexia sometimes require special education.

- An interdisciplinary team approach is most effective when it takes advantage of everyone's expertise and includes all team members in decision making, problem solving, and instructional leadership.
- Guiding principles for educating students with dyslexia must be anchored in programs that are evidence based, whenever possible, and that incorporate structured literacy instruction that is comprehensive, systematic, explicit, cumulative, and multisensory.

UNIVERSITY POLICIES

Accommodations: If you are a student with a disability and are in need of accommodations for this class, please contact Student Ability Success Center at sascinfo@sdsu.edu (or go to sdsu.edu/sasc) as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center.

Student Privacy and Intellectual Property: The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Religious observances: According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Academic Honesty: The University adheres to a strict policy prohibiting cheating and plagiarism. Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

Unauthorized recording or dissemination of virtual course instruction or materials by students, especially with the intent to disrupt normal university operations or facilitate academic dishonesty, is a violation of the Student Conduct Code. This includes posting of exam problems or questions to on-line platforms. Violators may be subject to discipline.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Resources for students: A complete list of all academic support services--including the [Writing Center](#) and [Math Learning Center](#)--is available on the Student Affairs' [Academic Success](#) website. [Counseling and Psychological Services](#) (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Sexual violence / Title IX mandated reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I am a mandated reporter in my role as an SDSU employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you

share private to the greatest extent possible. However, I am required to share information regarding sexual violence on SDSU's campus with the Title IX coordinator, Jessica Rentto 619-594-6017. She (or her designee) will contact you to let you know about accommodations and support services at SDSU and possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information you do not wish to disclose and your level of involvement will be your choice. If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for pursuing a University or criminal investigation. Sexual Violence Victim Advocate 619-594-0210 or Counseling and Psychological Services 619-594-5220, psycserv@sdsu.edu. For more information regarding your university rights and options as a survivor of sexual misconduct or sexual violence, please visit titleix.sdsu.edu or sdsutalks.sdsu.edu.

Classroom Conduct Standards: SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
 1. physical abuse, threats, intimidation, or harassment.
 2. sexual misconduct.

Violation of these standards will result in referral to appropriate campus authorities.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking. **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
- **Avoid video setups** where people may be walking behind you, people talking/making noise, etc.
- **Avoid activities** that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Medical-related absences: Students are instructed to contact their professor/instructor/coach in the event they need to miss class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. [Student Health Services](#) (SHS) does not provide medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, SHS will, at the student's request and with the student's consent, communicate with the student's instructors via the Vice President for Student Affairs and may communicate with the student's Assistant Dean and/or the [Student Ability Success Center](#).

SDSU Economic Crisis Response Team: If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit sdsu.edu/ecrt, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.

COURSE MATERIALS

Required Text:

Diamond, L., & Thorsnes, B.J. (2018). *Assessing Reading Multiple Measures*. CORE.

IF YOU ARE AN UNDERGRADUATE STUDENT:

Welcome to SDSU's Equitable Access program. After September 2nd, 2022, 11:59PM PDT, your student account will be charged a **flat rate of \$22.00 per credit/unit*** for access unless you opt-out of the content by September 2nd, 2022, 11:59PM PDT. To opt out or to opt back in, please visit www.shopaztecs.com/equitableaccess.

For those opting out, you will need to procure digital and/or print materials at regular pricing through the bookstore or elsewhere. If you have any questions you can reach us at ea@sdsu.edu

If you are enrolled in a graduate level course (500+ level course) and you do not have access to your digital course materials via Canvas. Search your inbox for an email from donotreply@redshelf.com with further instructions on how to log into your RedShelf account.

For questions about the RedShelf eReader or your RedShelf account, please visit [RedShelf Solve](#) to get the fastest response.

****For the fall 2022 semester, students that stay opted into Equitable Access will receive 20% discount off their required course materials.***

IF YOU ARE A GRADUATE OR GLOBAL CAMPUS STUDENT:

*Welcome to SDSU's Immediate Access program. After September 2nd, 2022, 11:59PM PDT, your student account will be charged a **special reduced price** for access unless you opt-out of the content by September 2nd, 2022, 11:59PM PDT. To opt out or to opt back in, please visit the Immediate Access link in your courses Canvas page.*

For pricing and FAQ please visit: www.shopaztecs.com/immediateaccess

Additionally, after the opt-out period ends and if you remain in the program, a reduced price print add-on may be available. Visit www.shopaztecs.com/iapricing for more information about the print add-on for your course.

To opt out or to opt back in, please visit the Immediate Access link in your courses Canvas page. Visit [this page](#) for more information about how to opt out.

For those opting out, you will need to procure digital and/or print materials at regular pricing through the bookstore or elsewhere. If you have any questions you can reach us at immediateaccess@aztecmail.com.

For questions about the RedShelf eReader or your RedShelf account, please visit [RedShelf Solve](#) to get the fastest response.

Additional Materials

All written assignments must be completed using Microsoft Word, which you can access and download for free as an SDSU student through the [Office 365 Login](#).

COURSE DESIGN

This is a three-unit course that will be taught over a period of sixteen weeks consecutive weeks. We will meet on Wednesday evenings, face to face, but there will be some asynchronous learning weeks. In addition, zoom may be utilized for synchronous course meetings in place of face-to-face sessions. Please come to class with the assigned readings completed so that you can ask/answer questions and be an active participant in activities and discussions. Announcements for this course will be made in class or on Canvas.

Let me know how you're doing. Send me an email if you're facing difficulties and together let's see what we can work out!

- In class activities are required and cannot be made up outside of class.

- Students will take weekly quizzes and complete one final project. Provide description of major assignments and assessments.

GRADING POLICIES

Late work will not be accepted. However, unexpected circumstances arise and exceptions may be granted in the event of emergencies. Students are encouraged to communicate proactively with the instructor if they are not able to meet a deadline. In these cases, students should be aware that late submissions may result in delayed feedback on assignments.

Students can resubmit assignments for up to 50% of the points deducted. Resubmissions for grading will be accepted under the following conditions:

- The original assignment was turned in on-time and was complete
- Resubmission is emailed to professor no later than 1 week of receiving feedback
- Changes/additions to the original assignment are tracked using the Track Changes feature on Microsoft Word

Assignment descriptions and rubrics can be found on the Canvas site, under the assignment tab. The final grade in this course will be based on:

- IEP Goal + 2 objectives (10 points)
- Modification of Gen Ed assignment (15 points)
- Literacy Assignments to be announced in class on 09/27

A percentage will be calculated from the points earned out of the points listed above to determine grades using the following scale:

A plus = 100 to 97 percent
A = 96 to 93 percent
A minus = 92 to 90 percent
B plus = 89 to 87 percent
B = 86 to 83 percent
B minus = 82 to 80 percent
C plus = 79 to 77 percent
C = 76 to 73 percent
C minus = 72 to 70 percent
D plus = 69 to 67 percent
D = 66 to 63 percent
D minus = 62 to 60 percent
F = 59 percent or lower

SCHEDULE

Due dates for major assignments and exams, including time and date of final exam from University finals schedule.

Ms. Howerton's Math Section:

Class Meeting:	Topic:	Readings Due: Pick an article and be prepared to discuss it in class.
1	Math Adaptations Modifications Vocabulary Number Sense	https://bit.ly/45z4rqW
2	Place Value Calculations/Operations Word Problems	https://bit.ly/44tXu9H
3	Money Decimals Time Fractions Measurement	https://bit.ly/3DYI4k3
4	Percent Ratio Geometry Pre-Algebra	https://bit.ly/44ekSrl
5	Math Standards Goals/Objectives	https://bit.ly/3YBZ6gb

Week	TPEs	Topic	To Prepare	To Submit
1	7.1 7.5 f	Science of Reading Literacy Development Students with Disabilities Literacy Development for English Learners	Read: ELA Standards ELD Standards ELA/ELD Framework CA ELA/ELD Roadmap (principles overview and principles 1-5)	
2	7.2 7.10	Assessment & Data Analysis Multi-Tiered Systems of Support for Literacy Instruction	Read: CA Dyslexia Guidelines Chs. 1-2 *note: you will complete an observation of instruction using the COE Competency Rubric by week 9 and bring your observation to class be to discuss	Reflective Analysis of Inclusive ELA/ELD Instruction Dyslexia Guidelines Discussion Participation

			Listen to Podcast: What the Words Say	
3	7.5 a-b	Concepts of Print Phonological and Phonemic Awareness Assessment, Instruction, Intervention Assessment & Intervention Application and Practice	Read: CA Dyslexia Guidelines Chs. 3-4 Video: What Teachers Should Know about SOR	Introduction to Dyslexia Module UC/CSU Collaborative for Neurodiversity and Learning Quiz 1: Foundational skills (print concepts, phonological/phonemic awareness) Dyslexia Guidelines Discussion Participation
4	7.5 c-d 7.10	Phonics Pt 1: - Assessment - Instruction - Decoding - Encoding	Read: CA Dyslexia Guidelines Chs. 5-6 Podcast: At a Loss for Words	Dyslexia Guidelines Discussion Participation Decodable Text Assignment Due
5	7.5 g-h	Phonics Pt 2 - Syllabication - Morphology Assessment & Intervention Application and Practice	Read: CA Dyslexia Guidelines Chs. 7-8 Podcast: Experts say widely used reading curriculum is failing kids	Part I Literacy Lesson Plan Assignment Due IRIS Assessment Module due Dyslexia Guidelines Discussion Participation
6	7.5 e-h	Fluency Instruction & Assessment Assessment & Intervention Application and Practice	Read: CA Dyslexia Guidelines Chs. 9-10 Podcast: Hard Words	Quiz 2: Foundational Skills (phonics, decoding) Dyslexia Guidelines Discussion Participation
7	7.5 g-i 7.7 7.8	Vocabulary & Language Development Written Expression	Read: CA Dyslexia Guidelines Chs. 11-12 Reading Rockets intro to Comprehension Module	Part II Literacy Lesson Plan Assignment Due Quiz 3: Fluency (including

				syllabication and morphology) Dyslexia Guidelines Discussion Participation
8	7.5 i 7.6	Comprehension & Meaning Making	Read: CA Dyslexia Guidelines Chs. 13-14 Research, comprehension, and content-rich literacy instruction	Part III Literacy Lesson Plan Assignment Due Dyslexia Guidelines Discussion Participation
	No Class: Thanksgiving Break			
9		Disproportionality & Reading Achievement	Podcast: Hard to Read Bring completed observation of instruction using the COE Competency Rubric to class and be prepared to discuss	Quiz 4: Meaning making
10	12/06/2023	Literacy Plan Presentations in Class		Quiz 4: CA Dyslexia Guidelines Part IV-VII Literacy Lesson Plan Assignment Due

Reflective Analysis of Inclusive ELA/ELD Instruction (50 points)

1. Begin by reviewing the California ELA and Literacy Standards, ELD Standards, and ELA/ELD Framework in-depth, paying particular attention to the sections relevant to inclusive education and special education practices.
2. Reflect on your prior experiences, beliefs, and assumptions about teaching English language arts and English language development to students with special needs.
3. Write a reflective essay addressing the following prompts:
 - a. How do the California ELA and Literacy Standards, ELD Standards, and ELA/ELD Framework emphasize the importance of inclusivity and diversity in English language arts instruction?
 - b. What are the key principles and strategies outlined in these documents for supporting students with special needs in ELA/ELD learning?
 - c. Based on your understanding of the standards and frameworks, what are the challenges and opportunities you anticipate in implementing inclusive pedagogy in your future teaching practice?
 - d. How do your personal beliefs and values align with the principles of inclusive pedagogy as outlined in the California standards and frameworks?
 - e. Reflect on any changes or adjustments you anticipate making to your instructional practices as a result of engaging with the California ELA and Literacy Standards, ELD Standards, and ELA/ELD Framework.
4. Support your reflections with evidence from the standards and frameworks, as well as relevant literature in the field of special education and inclusive education.
5. Consider diverse perspectives, including those of students, families, and colleagues, in your reflection.
6. Conclude your essay with a summary of key insights gained from this reflective process and any action steps you plan to take to enhance your inclusive pedagogy in ELA/ELD instruction.

Dyslexia Guidelines Discussion Participation (35 points; 5 pts X 7 discussions)

Most weeks, you will submit a brief reflection that includes 2 major takeaways from the **in-class discussion** and a question you still have about the dyslexia guidelines.

Decodable Text Assignment (15 points)

1. **Review 2–3 short text samples** provided by the instructor (include a mix of decodable and non-decodable texts).
2. For each text, complete the **Decodability Review Checklist**:

Decodability Review Checklist:

- Does the text align with a specific phonics skill or set of skills?
 - Are most words phonetically regular and decodable based on that skill?
 - Are high-frequency words limited and pre-taught?
 - Is the text appropriate for early/emergent readers?
 - Does the text provide opportunities for practicing decoding in context?
3. **Label each text as:**
 - **Decodable**
 - **Somewhat decodable**
 - **Not decodable**
 4. **Short written response (2–3 sentences per text):** Explain your reasoning using evidence from the checklist.
-

Scoring Criteria (Rubric Highlights):

- Accurate classification of each text (3 points per text)
- Thoughtful explanation using checklist criteria (2 points per text)
- Demonstrates understanding of decodable text purpose and use (overall)

Total: /15 points

Literacy Lesson Plan Assignment (75 points)

Part I (10 pts)

In collaboration with your mentor teacher, select an individual or small group of students who have specific learning needs in foundational reading skills in one of the following areas: ***phonological or phonemic awareness; phonics; reading fluency***. You will work with your mentor teacher to identify the following:

- 1) Students' Assets and Learning Needs
 - a. Prior academic knowledge and skills related to the skills and standards you plan to address in your lesson
 - b. English language proficiency
 - c. Prior experiences and interests related to the content
- 2) Contextual Information
 - a. Grade level
 - b. Age
 - c. Content area and related learning skills
 - d. Developmental skill focus
 - e. Instructional setting
 - f. Resources and materials for lesson
- 3) Individualized Education Needs
 - a. History of special education services
 - b. Present level of performance in the related skill area
 - c. Developmental considerations (e.g., social-emotional, behavioral)
 - d. Assistive technologies and/or augmentative and alternative communication

Part II (10 pts)

Conduct an assessment **from the options presented in class**, or another assessment that is approved in writing by the instructor. You will need to provide the following:

- 1) A summary of assessment data
- 2) An interpretation of the data that answers the following questions:
 - a. How does the student's performance align with age/grade level standards?
 - b. How does the student's performance align with current IEP present level and goals?
- 3) An example of three SMART IEP goals that align with the assessment data collected.

Part III (20 pts)

Select an intervention **from the options presented in class**. The intervention should target encoding and decoding of early literacy skills (e.g., phonological awareness, phonics, fluency) and should align with the learning needs identified in your assessment. If there is another intervention that you would like to use, you must obtain

instructor approval in writing. After you select an intervention, you will develop a lesson plan for teaching the intervention using the lesson plan template provided in class. In addition to submitting the lesson plan, you must submit related resources and materials that will be used in the lesson.

Define and include the following models of instruction: reciprocal teaching, peer tutoring, Sheltered English, Total Physical Response, learning strategies, explicit instruction, cooperative learning.

- Part III.A) After you select an intervention, you will develop a lesson plan for the intervention using the lesson plan template provided in class.
- Part III.B) In addition to submitting the lesson plan, you must submit related resources and materials that will be used in the lesson.
- Part III.C) A written explanation that includes:
 - How a positive and safe learning environment was established.
 - How and why instructional strategies were used to support student learning.
 - How the lesson addressed the student's IEP goal(s).
 - A rationale for scaffolding or supports that were used in the lesson.
 - How students were engaged in higher-order thinking/deep learning about the content.

Part IV (5 pts)

Teach and record the lesson you have created. Please note that if permission to video record students has not been obtained, you must position the camera so that students are not visible or use editing software to blur out their faces.

Part V (10 pts)

Conduct a post-lesson assessment to monitor your students' performance and progress toward the lesson objective and target skill(s).

Part VI (15 pts)

Develop a written reflection of the assessment, planning, and teaching process. Your reflection should include:

- An explanation of how your lesson addressed the learning needs identified in the assessment.
- An explanation of how you fostered an inclusive environment, including how UDL strategies were used in the lesson.
- A description of how you utilized instructional support personnel during the lesson. If you did not utilize instruction support personnel during the lesson, please describe how you might utilize them in the future.

- A description of how you utilized assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways. If you did not utilize AAC during the lesson, please describe how you might utilize them in the future
- A description of what went well in your lesson and the instructional changes you would make for future lessons. Consider how your students responded (e.g., engagement levels, behavior, academic responding) and what they learned. You should also consider elements related to the instructional routine (e.g., timing of the lesson, materials, setting, grouping, etc).
- A description of how you can promote the following in your future literacy lesson planning: caregiver engagement, social and emotional learning, and trauma-informed practices

Part VII (5 pts)

Present your final project in class. You will share 3 major takeaways from this assignment, 2 things that you learned, and 1 thing you absolutely plan to use in your future instruction.

Literacy Lesson Plan Assignment Rubric

	Proficient	Satisfactory	Needs Improvement
Part I: Student Needs and Background Information 10 pts.	n/a	Response includes all of the required information from the assignment description. Description of present level of performance includes strengths and growth areas.	Response is missing or incomplete.
Part II: Assessment 10 pts.	Satisfactory + response includes a description of the assessment and an explanation of why the assessment was selected for use in a way that could be translated to parents.	The assessment is aligned with the target literacy skill addressed in the intervention and all required components are included.	Response is missing or incomplete; response demonstrates major misconceptions or misunderstandings.
Part III.A Lesson Plan 12 pts.	Satisfactory + script includes sample dialogue for the rationale and error correction procedures.	Lesson accurately plan reflects all of the required components in the lesson template and accurately explains the intervention protocol.	Lesson plan is missing or incomplete; response demonstrates major misconceptions or

			misunderstandings of the intervention.
Part III.B Materials 2 pts.	n/a	Sample materials are included.	Sample materials are missing or incomplete.
Part III.C Written Explanation 6 pts.	n/a	Response includes all of the required information from the assignment description; information presented is accurate and reflective of material taught in class.	Response is missing or incomplete; response demonstrates major misconceptions or misunderstandings.
Part IV Teach & Record 5 pts.	n/a	Lesson is recorded and a 5 minute clip is uploaded to Canvas.	Recording of lesson is not included.
Part V Post-Assessment 10 pts	Satisfactory + includes a written description of how students' learning was also monitored throughout the lesson and samples of student work.	Post assessment is aligned with the target skill and all of the required assignment information is included.	Post assessment is missing or incomplete
Part VI Written Reflection 15 pts.	Satisfactory + information obtained in steps I-III supported the execution of this lesson.	Response accurately includes all of the required information from the assignment description.	Response is missing or incomplete; response demonstrates major misconceptions or misunderstandings.
Part VII Presentation 5 pts.	n/a	Presentation includes 3 major takeaways, 2 things learned, and 1 thing that will be used in future instruction	Presentation is missing or incomplete; presentation demonstrates major misconceptions or misunderstandings.