Purpose

- Highlight the experiences of two school districts working to improve their literacy instruction practices.

- Describe how the Literacy Observation Tool is used to make data-based decisions that inform professional development.

- Describe how educators improved their literacy instruction through the development of comprehensive literacy kits, including the consideration of grade-level standards, assessment, and students’ individualized education program goals.

- Share lesson plan examples, resources and materials, and assistive and augmentative communication supports and resources.
Team Introductions
Background

- There has been a shift in our field related to how we design and provide literacy instruction for students with intellectual and significant disabilities.

- Whereas a decade ago, we may not have provided rigorous and comprehensive literacy instruction, today we are tasked with ensuring students with significant disabilities have academic curricular access.

- This is a monumental task!
The Challenge

- Many teachers of students with intellectual and significant disabilities have limited knowledge and experience teaching comprehensive literacy. These teachers may be unfamiliar with general education curriculum content, may not have teacher preparation in literacy methods, or recent professional development to assist them in designing and delivering meaningful, relevant comprehensive literacy instruction.
Background & Context

- The Iowa Department of Education has a long history of supporting educators and students with significant disabilities in the area of literacy and communication.
- In 2015, the IDoE was awarded a State Personnel Development Grant to support Specially Designed Instruction (SDI) in the area of literacy.
- The grant has supported Professional Development for teams of educators across the state.
Core Beliefs

● All students can learn literacy

● All students communicate

● Communication is intricately linked to literacy and learning

● All students are general education students first
A Comprehensive Literacy Framework

Expressive Communication (speaking)

Reading

Receptive Communication (listening)

Writing

Oral and Written Language Development
(Koppenhaver, Coleman, Kalman & Yoder, 1991 adapted from Talle & Sulzby, 1989)
Linn Mar Community School District

Suburban district serving 7,500 students
7 elementary, 2 middle, and 1 high school
84% White, 7% Asian, 7% Black, 3% Latino
Special Education: 8% student population
21% free/reduced lunch status
94% graduation rate
20 FT Teacher Leaders
Participating Educators

- 1 Teacher Leader, 6 special educators (from 6 buildings across the district), 4 SLPs, building general educators

- Self-contained classrooms with varied inclusive supports

- Students with autism, intellectual disabilities, and complex physical/sensory needs

- AAC used: PODD, switches, NovaChat, iPads, etc.
Improving my practice, but what?
Getting Started: Designing Shared/Guided Literacy Materials

1. Collaborate with general education teachers to curriculum map a scope and sequence for grades K-5.
2. Identify similar themes across grade levels.
3. Choose high quality literature based on common themes from curricular map.
4. Develop a master lesson plan layout based on EEs and Early Literacy Scales.
5. Develop book-specific lesson plans with corresponding objects.
6. Create visual, communication, and other needed supports.
7. Create embedded progress monitoring tools aligned to EEs.
<table>
<thead>
<tr>
<th>Month</th>
<th>General Education Curricular Themes</th>
<th>Learning Objectives/Grade Level Outcomes Aligned to Iowa Core</th>
<th>Aligned Essential Elements/ELA Scales</th>
<th>Activities</th>
<th>Adapted &amp; Modified Materials, Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
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<tr>
<td>September</td>
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<td>October</td>
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<td>November</td>
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</tr>
<tr>
<td>Month</td>
<td>General Education Curricular Themes</td>
<td>Learning Objectives/Grade Level Outcomes Aligned to Iowa Core</td>
<td>Aligned Essential Elements/ ELA Scales</td>
<td>Activities: Day 1</td>
<td>Adapted &amp; Modified Materials, Activities</td>
</tr>
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</tbody>
</table>
| August  | Back to School: “Schools Around the World” Friendship What is a Pal? | The student can identify, answer questions about, and use details from a story to understand main or central ideas and compare texts. The student can identify settings, actions, characters, (and their responses) in stories. The student can identify the points the author makes in an informational text. | Scale 1: Reading Literature and Information Text: Key Ideas and Details
Scale 2: Reading Literature: Key Ideas and Details
Scale 3: Reading Informational Text: Integration of Knowledge and Ideas | Introduce and model Core vocab
Activate prior knowledge/ personal connection: sharing stories about pictures
Picture walk
Explore PODD/AAC
Encourage page-turning
Model print scanning
Attend to story/ encourage interest | Tarheel Reader
Core vocab & individual 40 boards
PODD & other AAC
Tactile books & objects
Language modeling/ aided input
Varied participation/Guidance & support |
A Master Lesson Planning Template

Scale 1: Reading Literature & Informational Text: Key ideas and Details
K-6 Outcome: The student can identify, answer questions about, and use details from a story to understand main or central ideas and compare texts.

<table>
<thead>
<tr>
<th>Kindergarten Essential Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EE.RL.K.1</strong> With guidance and support, identify details in familiar stories.</td>
</tr>
<tr>
<td><strong>EE.RL.K.2</strong> With guidance and support, identify details in familiar text.</td>
</tr>
<tr>
<td><strong>EE.RL.K.3</strong> With guidance and support, identify individuals, events, or details in a familiar informational text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Grade Essential Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EE.RL.1.1</strong> Identify details in familiar stories.</td>
</tr>
<tr>
<td><strong>EE.RL.1.2</strong> Identify details in familiar text.</td>
</tr>
<tr>
<td><strong>EE.RL.1.3</strong> Identify individuals, events, or details in a familiar informational text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Grade Essential Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EE.RL.2.1</strong> Answer who and where questions to demonstrate understanding of details in a familiar text.</td>
</tr>
<tr>
<td><strong>EE.RL.2.2</strong> Answer who and what questions to demonstrate understanding of details in a familiar text.</td>
</tr>
<tr>
<td><strong>EE.RL.2.3</strong> Identify individuals, events, or details in an informational text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Grade Essential Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EE.RL.3.1</strong> Answer who and what questions to demonstrate understanding of details in a text.</td>
</tr>
<tr>
<td><strong>EE.RL.3.2</strong> Order two events from a text as “first” and “next.”</td>
</tr>
</tbody>
</table>

**NOTE:** Each of the behaviors described below must be demonstrated during shared or independent reading of literature and informational text.

<table>
<thead>
<tr>
<th>Emerging</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is working toward skills in Level 1.</td>
<td>W/GS understands words associated with objects used in shared reading of familiar texts.</td>
<td>W/GS identifes familiar people, objects, places and events that appear in familiar texts.</td>
<td>W/GS names objects or pictures of objects used in shared reading of familiar texts.</td>
<td>W/GS identifies details in familiar texts given guidance and support.</td>
<td>Identifies detail in familiar texts.</td>
<td>Answers who, what and what questions about details in familiar texts.</td>
<td>Answers who, where, when, and what questions about details in new texts.</td>
<td>Answers who, where, and what questions about details in new texts.</td>
<td>Orders events in new text as “first” and “next.”</td>
<td></td>
</tr>
</tbody>
</table>

**Kindergarten Target**

**First Grade Target**

**Second Grade Target**

**Third Grade Target**
Day 1: Before Reading

Build Background

- Show students the core 40 words you will be teaching during the lesson. Point out where they are on students’ core 40 boards and have them point as well or verbally say word.

- Describe to students how readers make connections between what they already know and new information they read (i.e., connecting to prior knowledge).

- Encourage students to think about what they already know about the topic of a book will help them better understand what they read.

Introduce the Book

- Guide students to the front and back cover of the book.

- Point to title, read title, count the number of words in the title.

- Have students describe what they see on the cover of the book.

- Point to the picture on the cover of the book. Encourage students to make a connection to the title or illustration.

- Show students the title page. Discuss the information on the page (i.e., title of book, author’s name, illustrator’s name).
Day 1: During Reading

**Concepts of Print**

- While reading, point to the illustrations and words.
  - Throughout reading, teacher shifts gaze to bottom corner of page to encourage page-turning and intermittently states, “time to turn the page.”

- On next page, point to where you begin reading. Point to all the words as you read through the line and tell students how to move from the end of the line back to the left where we begin reading the next line.

- Point out punctuation.

- Have student(s) point to 1 letter on a page, 1 word, or 1 sentence.
Day 1: After Reading

Comprehension Extension

Reopen the book and book walk through the story summarizing what happened in the story. When encountering pages with the questions below provide students with visuals, objects, or the book to scaffold answers.

- Who was the story about?
- Where did the story take place?
- What happened in the story?
- What occurred first?
- What happened next?
- What was the author’s purpose in writing this story?
Multiple button switches provide students access to communication

- Make connections between objects - illustrations - print
- Choose objects to answer questions
- Describe objects
- Choose a topic for writing about story
- Say something about the story
<table>
<thead>
<tr>
<th>like</th>
<th>want</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Smiley Face" /></td>
<td><img src="image" alt="Hand" /></td>
<td><img src="image" alt="Red Square and Hand" /></td>
</tr>
<tr>
<td>not</td>
<td>go</td>
<td>look</td>
</tr>
<tr>
<td><img src="image" alt="Red Circle" /></td>
<td><img src="image" alt="Green Arrow" /></td>
<td><img src="image" alt="Eyes" /></td>
</tr>
<tr>
<td>I</td>
<td>he</td>
<td>open</td>
</tr>
<tr>
<td><img src="image" alt="Person" /></td>
<td><img src="image" alt="Person" /></td>
<td><img src="image" alt="Book" /></td>
</tr>
<tr>
<td>Page</td>
<td>Comment</td>
<td></td>
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<td>4</td>
<td>Look at the penguin out in the cold. Ask: How would you feel if you were out in the cold?</td>
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<td>7</td>
<td>Penguins live outside.</td>
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<td>9</td>
<td>When the egg is out, the dad keeps it warm. Ask: Does your dad take care of you?</td>
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<tr>
<td>11</td>
<td>The penguin will go to the sea.</td>
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<tr>
<td>13</td>
<td>That penguin stays warm out in the cold.</td>
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<tr>
<td>15</td>
<td>The penguin dad stays out for 2 months.</td>
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<tr>
<td>17</td>
<td>The penguins huddle and then go out again.</td>
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<td>20</td>
<td>Dad penguin goes out to find the food.</td>
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<tr>
<td>23</td>
<td>Penguins eat that fish. (point to image in book) Ask: What types of food do you like to eat?</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The baby penguin takes food out of the mom’s mouth to eat.</td>
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</tbody>
</table>
**Day 1: Embedded Assessment**

### Day 1: Progress Monitoring

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Student Response</th>
<th>Guidance and Support Given</th>
<th>Comments</th>
<th>Rate #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples for Teacher</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Agree to book (Scene 1):</td>
<td>Student showed interest? Vocalized excitement?</td>
<td>Help objects out to student?</td>
<td></td>
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<td></td>
<td>Student engaged with objects?</td>
<td>Took away choices when incorrect?</td>
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<td>Student prompted turn the page before teacher said it?</td>
<td>Teacher pointed to picture and read page immediately before asking question?</td>
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<td></td>
<td>Student reached for book</td>
<td>Teacher re-read important words?</td>
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<td>Direct modeling?</td>
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<td>Other</td>
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</tr>
<tr>
<td>Word recognition (Scene 1 and 2):</td>
<td>How many correct?</td>
<td>Help objects out to student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did they respond? Pointed to book, used objects communication system, sign, or visuals?</td>
<td>Took away choices when incorrect?</td>
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<tr>
<td></td>
<td></td>
<td>Teacher pointed to picture and read page immediately before asking question?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teacher re-read important words?</td>
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<td>Direct modeling?</td>
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<td>Other</td>
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</tr>
<tr>
<td>Identify topic of book? (Scene 3):</td>
<td>How did they respond? Pointed to book, used objects, communication system, sign, or visuals?</td>
<td>Teacher modeled answer (first)?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Student chose the correct topic between three symbols</td>
<td>Took away choices when incorrect?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teacher pointed to picture and read page immediately before asking question?</td>
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</tbody>
</table>
## Progress Monitoring

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
<th>Fiction or Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement with objects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S looks at objects on table at anytime during reading (1.1 or 3.1)</td>
<td>S grabs for object at anytime during reading (1.1 or 3.1)</td>
<td>S reaches for or looks at object once it has been named/presented by teacher (1.2 or 3.2)</td>
</tr>
<tr>
<td><strong>Object or picture is presented to student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S reaches for correct object after labeled by teacher (1.3 or 3.2)</td>
<td>S chooses object out of 2 (1.3)</td>
<td>S uses &quot;voice&quot; to label objects in picture w/out T saying item first (1.4)</td>
</tr>
<tr>
<td><strong>Engagement with story</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks at book (2.1)</td>
<td>Sustained attention (2.1)</td>
<td>Points to pictures (2.2)</td>
</tr>
<tr>
<td><strong>Expresses recognition of familiar story</strong> (2.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses facial expressions when teacher holds up book (2.3)</td>
<td>Looks at correct book when provided 2 choices (2.3)</td>
<td></td>
</tr>
<tr>
<td><strong>Sorting objects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S puts 2+ objects into correct pile when given 2 categories (3.3)</td>
<td>S puts 2+ objects/pictures into correct pile for in story/not in story (3.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is this book about? (3.4)</td>
<td>Who is that? Who is in our book? Who is the story about? Is this our character? (2.4 G/S or 2.5 I)</td>
<td>Where is ___? (1.3)</td>
</tr>
</tbody>
</table>
Council Bluffs Community Schools

Suburban district serving 9,120 students

11 elementary, 2 middle, and 2 high schools

22.4% considered minorities

Special Education: 16% student population

58.47% free/reduced lunch status

87.11% graduation rate
Implementing a Comprehensive Literacy Program for Students with Significant Disabilities

Using the Literacy Observation Tool (LOT)

Guiding Principles

The following foundational beliefs are of key importance as we work to improve our special education outcomes, services and SDI for our learners here in Iowa:
- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- Effective SDI is designed through collaboration between highly qualified educators and families.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from high quality and specific assessment information.
- SDI helps learners to access the Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to address their unique needs as result of the individual’s disability.

Analyzing the Data

- Individual
- Collective
- Data Based Decision Making to inform Professional Development
- Identification of Aligned Resources

Benefits

- Student engagement has increased. They are able to identify their identity and purpose in learning.
- Teachers are more engaged and motivated to assess student progress using data.
- Students are able to self-assess their learning and progress using data.
- The classroom environment has transformed into a more engagement learning space.
- Student engagement has increased during literacy as well. Students are asked to read texts during shared reading. Students have increased their growth in their 3P goals and have shown increased reading fluency.

Resources

- Writing: Comprehensive Literacy Instruction
- First Author Writing Curriculum
- Alternate Pencil
- Technology
- Topic binder
- Communication: Project Core Vocabulary
- Communication Device
- SLP and AT

Collecting the Data

- Observation and Self Assessment
- Awareness of Universal Tier and SDI in Literacy Expectations
- Identifying Strengths and Needs

Data shown represents average scores for each domain at the beginning of the year for all items scored in a given domain. The scores range from one (1) to four (4) with higher scores indicating greater adherence to the expectations and standards related to the Domains: Domain 1 - Setting, Domain 2 - curriculum, Domain 3 - learners, and Domain 4 - instruction. Scores under four (4) are considered below the benchmark and should be reviewed by educators for further evaluation and possible remediation. Note: all domain areas are available in the handout.

Data shown represents average scores for each domain at the beginning and end of the 2016-2017 school year. Each domain consists of several bullet points of sub-categories. Data shown represents average scores for each domain at the beginning and end of the 2016-2017 school year. Each domain consists of several bullet points of sub-categories.

Diagnose for Instructional Design

1. Define areas of concern and verify potential resource for the concern
2. Identify strengths, interests and preferences that sustain learner engagement
3. Determine critical supports needed for learner success

Design for Instructional Delivery

1. Design with a team that has relevant and specialized knowledge: develop a plan
2. With a team who has relevant and specialized knowledge: evaluate the plan
3. With a team who has relevant and specialized knowledge: implement and refine the plan

Deliver for Learner Engagement

1. Define areas of concern and verify potential resource for the concern
2. Identify strengths, interests and preferences that sustain learner engagement
3. Determine critical supports needed for learner success

Deliver for Learner Engagement

1. Deliver instruction as designed and monitor instructional fidelity
2. Monitor learner progress
3. Adjust instruction as necessary as based on learner progress and instructional fidelity


1. Define areas of concern and verify potential resource for the concern
2. Identify strengths, interests and preferences that sustain learner engagement
3. Determine critical supports needed for learner success

Doreen Knuth, Principal

State Professional Development Sessions:

- SDI Framework within the comprehensive literacy instruction
- Diagnostic and Design (LOT, Data, Smart Partners)
- Assessment, Data, Communication and Literacy Interventions
- Aligning Content Instruction and Assessment
- Coaching Support
- Instructional Delivery and Shared Reading

Council Bluffs Community Schools

Doreen Bonass, Internal Coach, K-5 Special Education Curriculum Specialist
Michele Keeler, Special Education Teacher, Extended Learning Program
Gina King, Classroom Teacher, Literacy Coach
Brandi Brabowski-Evans, Coach, Green Hills AIA Speech Psychologist
Melinda Rice, Special Education Teacher, Extended Learning Program
Danessa Sandau, Special Education Teacher, Extended Learning Program

Other team members not present:
- Kelly Diller, Associate Technology Coach
- Rachel Demoin, Speech Language Pathologist
- Jennifer Wincel, Project Core Specialist
- Linda Zorn, Special Education Director
CB: Our Journey in the Grant

- The Good: What we are doing well
- The Bad: Things we need to keep working on
- The Ugly: Restart
Questions
Resources

Iowa Department of Education: https://www.educateiowa.gov

Project Core: http://www.project-core.com/

Dynamic Learning Maps Consortium: http://dynamiclearningmaps.org/