Strategic Planning and the Itinerant Teacher

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Agenda:

- Itinerant Teaching Model
- Content Area Literacy
- Strategic and Purposeful Planning

  - Examples

Have you ever asked yourself these questions?

- Does my student really need me?

- When did I become an audiologist?

- Am I really teaching?

- What's the difference between itinerant teaching and tutoring?

Itinerant Teaching

- Responsibilities are fluid.
- No defined responsibilities.

- Planning
- Teaching
- Self-advocacy
- Consulting
- Reading
- Writing
- Content areas
- Language
- Vocabulary
- FM systems
- Troubleshooting
- Hearing aid batteries
- Driving
- Mileage
- car=office
- IEPs
- Meetings
- re-evaluations

Two Distinct Models

Consultation

- Inclusion
- Access to gen ed curriculum
- Works closely with general education teacher and other professionals
- Minimal contact with DHH students
  - Equipment check
  - Self-advocacy

Direct Instruction/Services

- Pull out services
- Support for gen ed curriculum
- Collaborates with general education teacher and other professionals
- Direct services with DHH students
  - Equipment check
  - Self-advocacy
  - Direct instruction: language, vocabulary, reading, writing

(Foster & Cue, 2009; Luckner & Ayantoye, 2013).

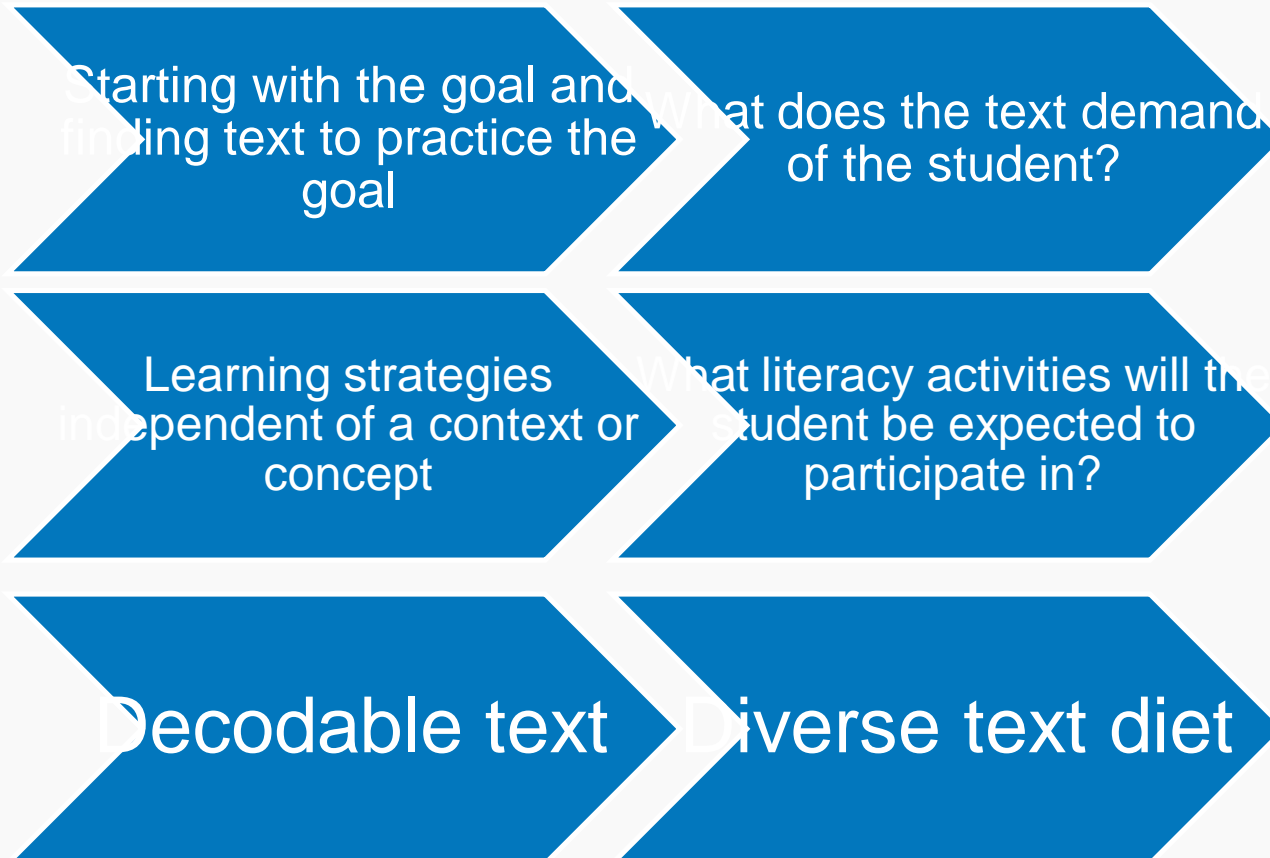# What is the purpose of itinerant instruction?

To prepare students to access instruction within the general education setting.

- Preteaching
- Targeted instruction

Itinerant teaching is not progress monitoring.

- You can't monitor progress on something you haven't taught.

Connecting to our practice:
A shift in thinking

Starting with the goal and finding text to practice the goal

What does the text demand of the student?

Learning strategies independent of a context or concept

What literacy activities will the student be expected to participate in?

Decodable text

Diverse text diet

(Moss, 2005)

Content Area/Disciplinary Literacy

What? "Specialized ways of reading, understanding, and thinking used in each academic discipline…" (Shanahan & Shanahan, 2014, pg. 636)

How? Focus on how knowledge is produced in each discipline or content area

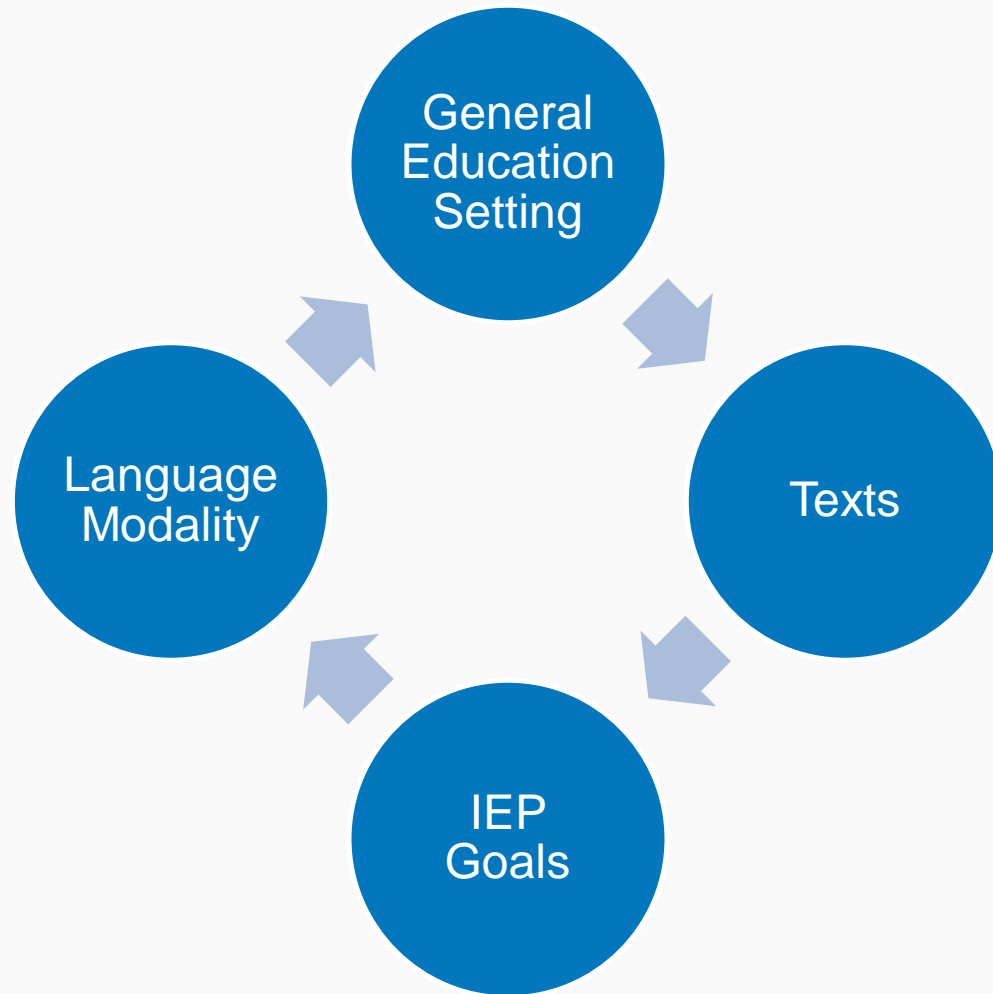*Why?* Develop a conceptual understanding rather than acquisition of facts.

(Cervetti & Hieber, 2015; Shanahan & Shanahan, 2014)

Strategic Planning

The purposeful planning for instruction that supports students in accessing their general education.
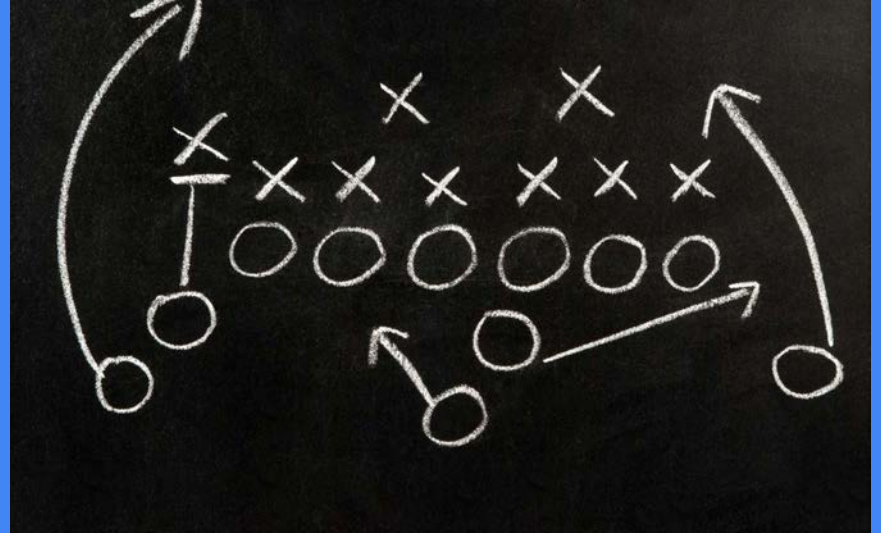
General Education Setting

Instruction

Curriculum

Concept

What is the role of the teacher and the student?

What standards are being targeted?
Is there a certain curriculum being used?

What is the big idea? What prior knowledge does the student need?

Texts

Textbook

Self Selected Text

Other Modes

What is the targeted vocabulary/ big ideas?
Can my student read this independently?

What other text address this concept?
What text might be more supportive?

Are there videos on this concept?
What images will support creating knowledge?

IEP Goals

Area of need

Strategies

Assessment

Will my student need support with reading or writing?
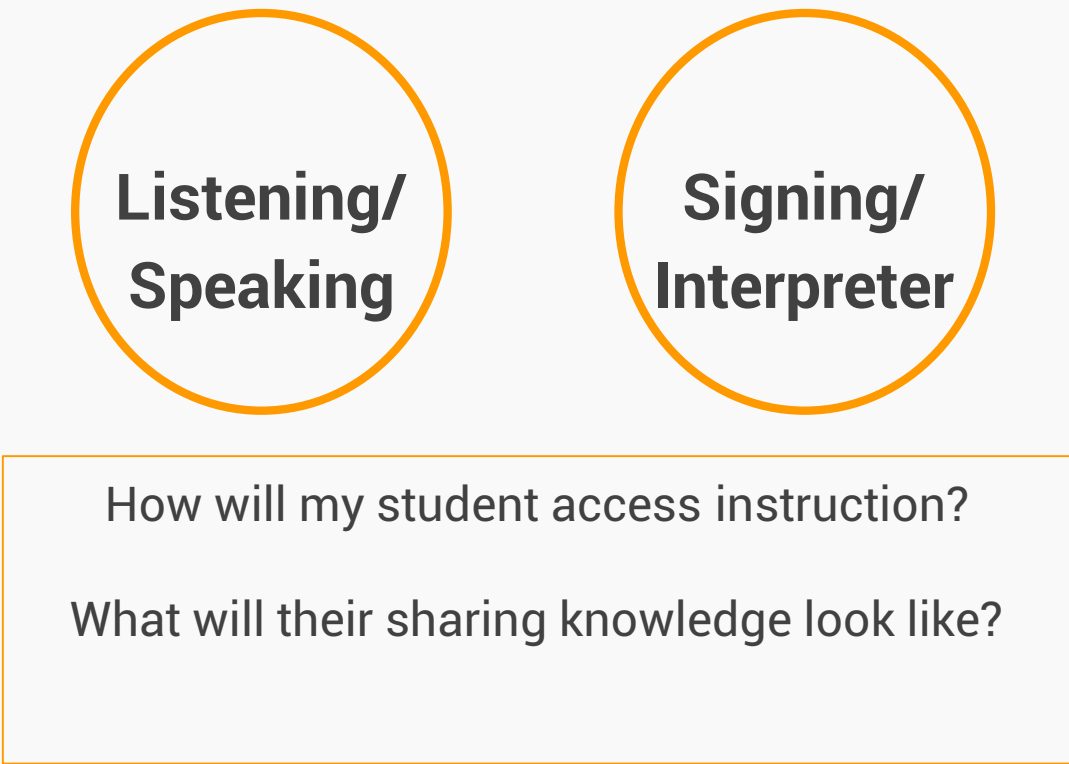
What evidenced based strategies will build those skills?

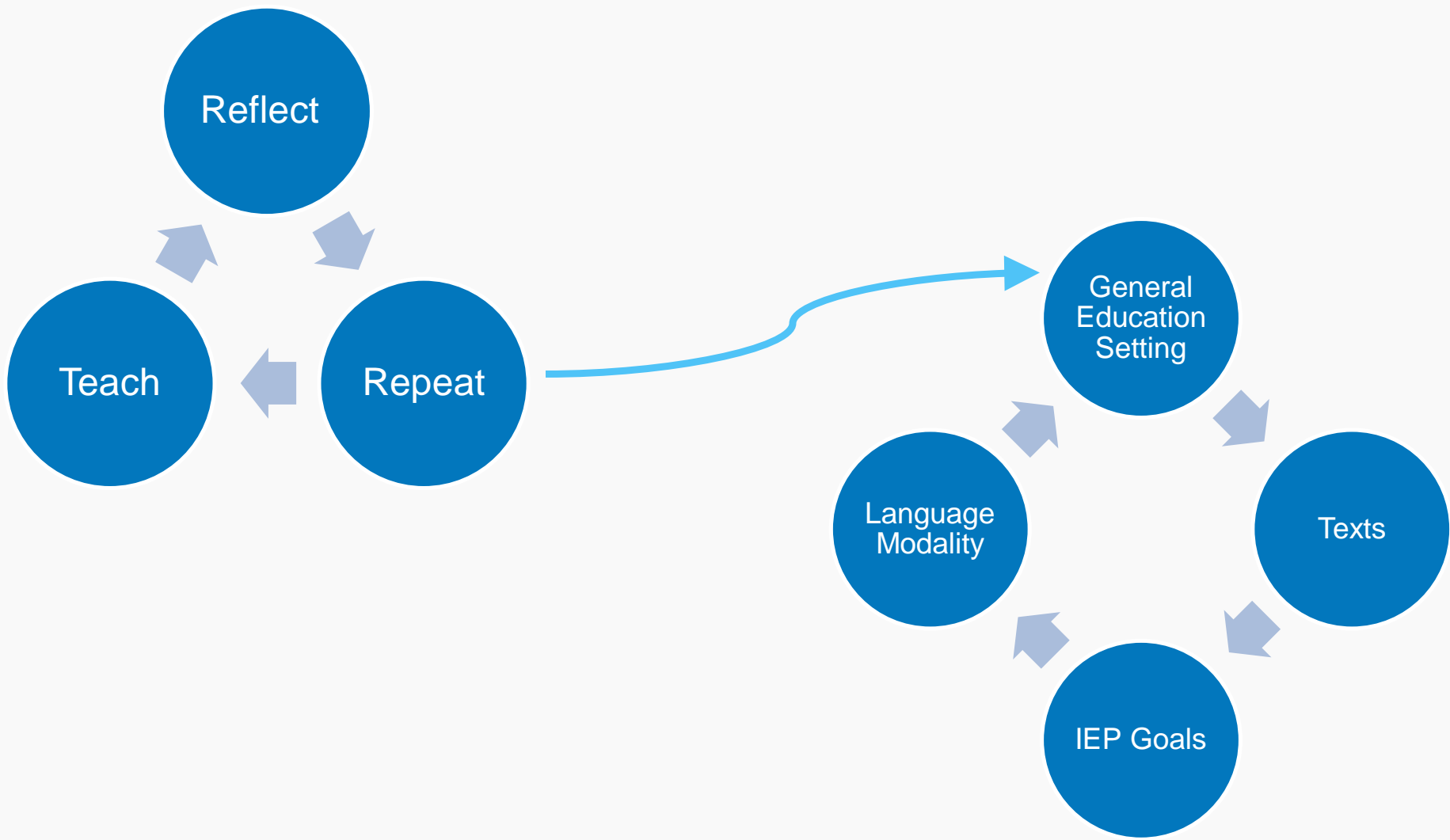How will I know if my student is making progres on their IEP goals?

Language Modality

Listening/ Speaking

Signing/ Interpreter

How will my student access instruction?

What will their sharing knowledge look like?

Funding for this project provided by the Institute of Education Sciences
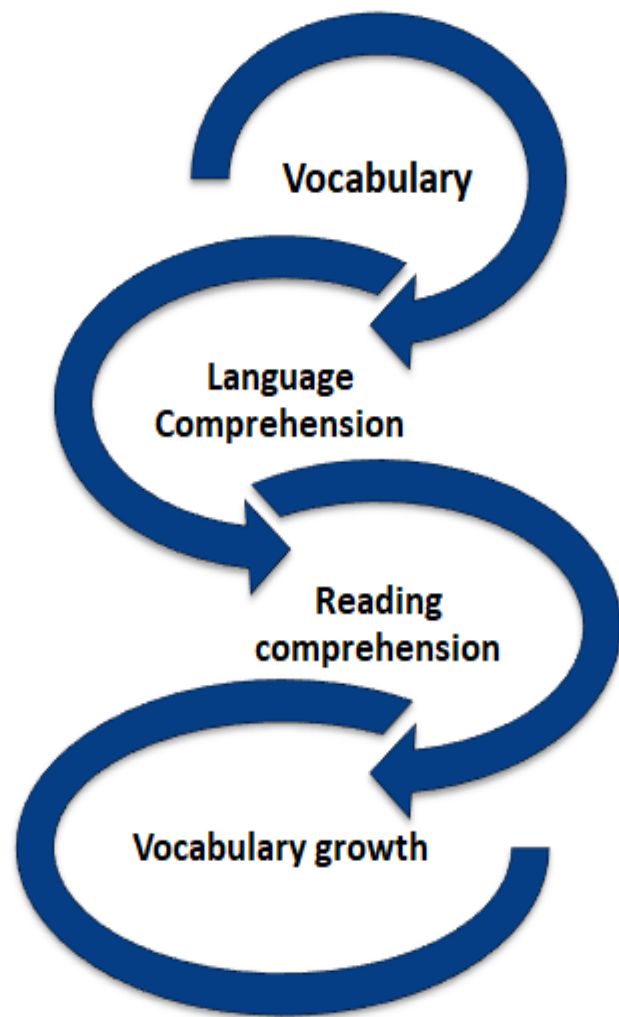Grant # R24C12001
http://clad.education.gsu.edu/

Vocabulary 4 Success - DHH
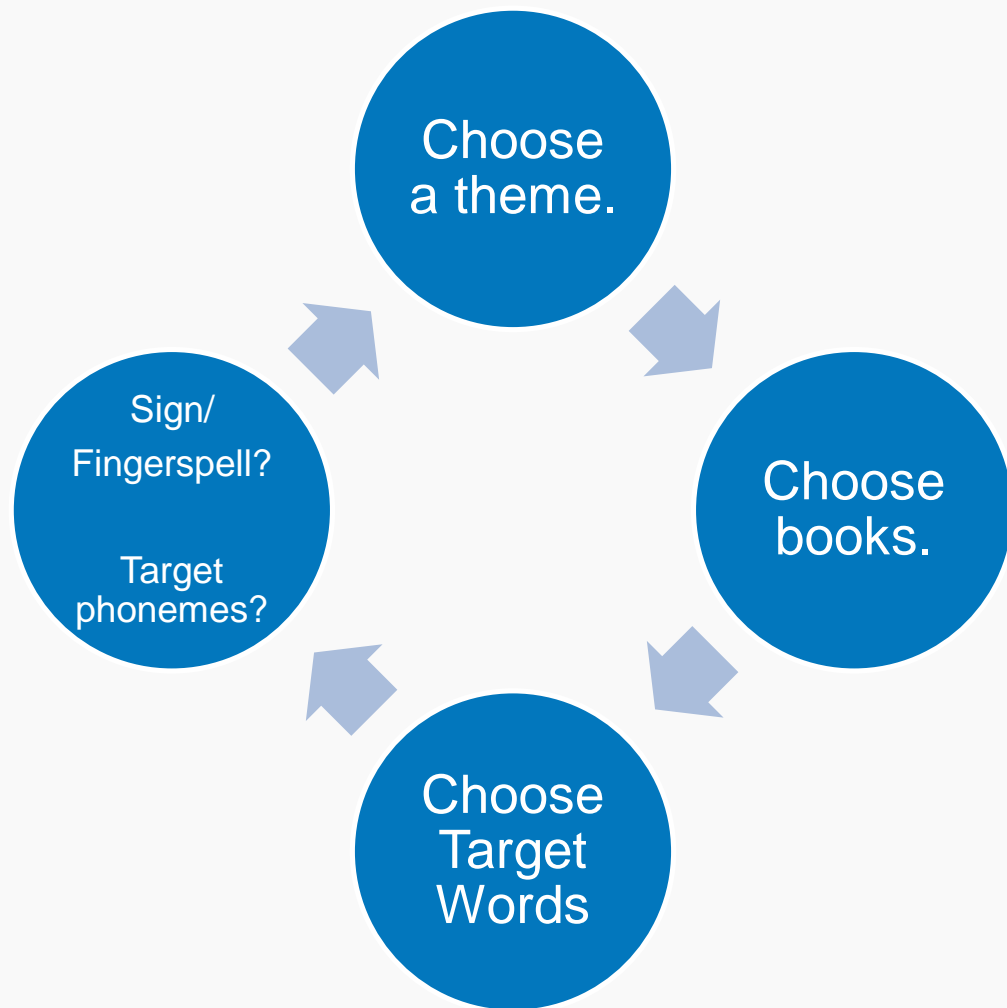
Center on Literacy and Deafness

- Adapted an intervention called PAVEd for Success (Hamilton, & Schwanenflugel, 2013).
- Designed as a supplemental intervention for DHH children grades K-2
- Centered around a content area: Science or Social Studies
- Visit our website at http://clad-vocab.coe.arizona.edu/

Vocabulary

Language Comprehension

Reading comprehension

Vocabulary growth

Strategically Planning

V4S-DHH Units

Choose a theme.

Choose books.

Choose Target Words

Sign/ Fingerspell?

Target phonemes?

Strategic Planning: V4S Units

- Create target word cards
- Screen student to make sure the words are unknown
- Oceans

OCEAN: Target words and definitions

Target Words	Definitions
Coral	Bones left by a sea animal
Dim	Dark or unclear
Fierce	Mean or angry
Ocean	A large body of salt water that covers most of the Earth
Urchin	A sea animal with sharp spikes on its body

Fast mapping

Interactive book reading

Conversation

Extension activities

Planning for Purposeful Instruction: Fast Mapping

Swimmy

by Leo Lionni

Pantheon
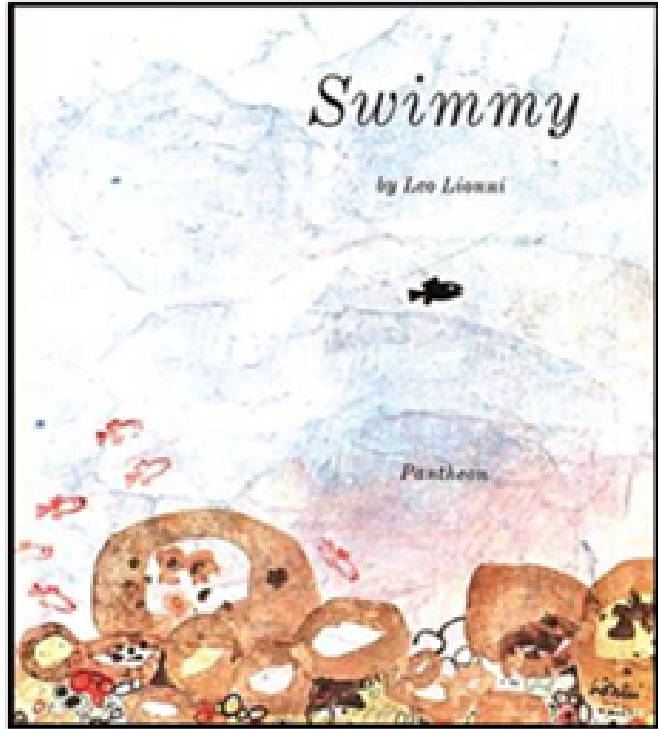
- Competence Question: "Where do all of these animals live?"

- Abstract Question: "Looks like those fish are hiding in some coral. Why do you think they are hiding there?"

- Relate Question: "Those little fish made one big fish to hide. Have you ever played a game where you hide?"

Planning for Purposeful Instruction: Conversation

Planning for Purposeful Instruction: Extension Activities

Drill and Practice

- Repeated opportunities for practice
- Receptive and Expressive

In Context

- Extends and enriches concepts
- Provides opportunities to use words in context

Strategic Planning: Big Ideas

| High demands and expectations on students | → | Time with the itinerant teacher can't be underestimated | → | Strategic planning is the solution! |

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