

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**DEAF 5310
Methods to Teach Reading and Writing to Deaf Students
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

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.

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 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.

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.

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.

*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Name:

Office Phone:

Personal Phone

E-mail address:

Skype:

Office Address:

Office Hours:

COURSE DESCRIPTION

Principles and techniques used in the development of reading and writing skills in deaf and hard of hearing children. Focus on reading theory, applications, diagnostic procedures, and instructional methods for teaching students experiencing hearing loss.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

BOOKS

1. Easterbrooks S. R., & Beal-Alvarez, J. S. (2013). *Literacy instruction for students who are deaf and hard of hearing*. New York: Oxford University Press.
2. Johns, J. (2008). *Basic Reading Inventory: Pre-primer through grade 12- Revised*. New York: Kendall Hunt.

ARTICLES (download from GALILEO)

1. Antia, S., Reed, S., & Kreimeyer, K. H. (2005). Written language of deaf and hard-of-hearing students in public schools. *Journal of Deaf Studies and Deaf Education*,

- 10(3), 244-255. doi:10.1093/deafed/eni026
2. Luckner, J. L. (2006). Evidence-based practices with students who are deaf. *Communication Disorders Quarterly*, 28(1), 49-63.
 3. Luckner, J. L., & Cooke, C. (2010). A summary of the vocabulary research with students who are deaf or hard of hearing. *American Annals of the Deaf*, 155(1), 38-67. doi: 10.1353/aad.0.0129
 4. Luckner, J. L., & Handley, C. M. (2008). A summary of the reading comprehension research undertaken with students who are deaf or hard of hearing. *American Annals of the Deaf*, 153(1), 6-36.
 5. Luckner, J. L., & Urbach, J. (2011). Reading fluency and students who are deaf or hard of hearing: Synthesis of the research. *Communication Disorders Quarterly*. doi:10.1177/1525740111412582

Required:

1. Video camera to record assessment and instruction of lesson plans.
2. Scanner to scan and upload assessment and instructional materials.

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

CO1. Assess the literacy and writing skills of a student who is deaf/hard of hearing (D/HH) using multiple measures. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; DL_{2.2}, DL_{3.1}; AL_{1.1}, AL_{1.2}, AL_{2.2}, AL_{3.1}; FL_{1.2}, FL_{1.3})

CO 2. Based on assessment results, develop learning objectives and implement lesson plans for literacy and writing skills with a student who is D/HH. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; AL_{1.1}, AL_{1.2}, AL_{2.2}, AL_{3.1}; FL_{1.2}, FL_{1.3}; CPL_{1.1}, CPL_{1.2}, CPL_{1.3}, CPL_{2.1}, CPL_{2.2}, CPL_{2.3})

CO 3. Maintain assessment data, reflect on teaching results, and modify instruction and lesson plans based on assessment data. (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; AL_{1.1}, AL_{1.2}, AL_{2.2}, AL_{3.1}; FL_{1.2}, FL_{1.3}; CPL_{1.1}, CPL_{1.2}, CPL_{1.3}, CPL_{2.1}, CPL_{2.2}, CPL_{2.3})

CO 4. Present reading project (assessments, results, learning objectives, lesson plans, materials, instruction and assessment results) to peers and the instructor. (Note: Presentations via video recording to provide access for distance learners). (InTASC S1, S2, S3, S4, S5, S6, S7, S8, S9, S10; TL_{1.1})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Reading Instruction Action Research Project** (see description, below)
 - a. Administer 3 reading assessments to an elementary-middle school student (“student”)
 - b. Based on assessment results, develop objectives for student
 - c. Develop lesson plans for student
 - d. Teach lesson plans to student
 - e. Present results to class peers
2. **Readings**
 - a. Textbook chapters
 - b. Peer-reviewed journal articles

3. **Post responses to reading materials** (15 points/each)
 - a. These are detailed explanations about a topic and how it is relevant to you as a teacher.
 - b. These should include citations in APA format when appropriate.
4. **Respond to peers' postings** (5 points/each)
 - a. These are **at least one paragraph**. Responses should include reflection and application (relation to education).

Reading Instruction Action Research (“Reading Project”)

Each VSU student will conduct an action research project with a student who is D/HH. After receipt of parental and teacher permissions (see forms, below), this action research project will consist of the following:

1. **Identify a student**
 - a. Age
 - b. Grade
 - c. Language level (e.g., ASL and/or spoken English) and how it was documented (e.g., which assessment(s))
 - d. Preferred communication mode (e.g., ASL and/or spoken English)
 - e. Presence or absence of additional disabilities
 - f. Modifications based on the student's IEP
2. **Pre-assessments** (This provides a current level of performance for the student across at least 3 areas of literacy)
 - a. **Three assessments** of a student who is DHH (10 points each)
 - i. *Johns' Basic Reading Inventory: Graded Word Lists and Reading Passage and miscue analysis*
 - ii. *Signed Reading Fluency Rubric* (Easterbrooks & Huston, 2008)
 - iii. One additional assessment **with professor's approval**, including:
 1. Phonological/alphabetic (e.g., phoneme segmentation, word blending, etc.)
 2. Vocabulary (e.g., *Expressive One-Word Picture Vocabulary Test*, *Peabody Picture Vocabulary Test*, etc.)
 3. Text comprehension (e.g., AIMSWEB, Test of Early Reading Ability – Deaf and Hard of Hearing (TERA-D/HH))
 4. Fluency (e.g., oral reading fluency measures, Rasinski, etc.)
 - iv. One written narrative sample (scored by a grade-level rubric)
3. **Develop objectives** in ABCD format based on pre-tests for 4 areas:
 - a. Phonological awareness/alphabetic principle (American Sign Language or spoken English)
 - b. Vocabulary

- c. Text comprehension
 - d. Fluency
4. Each objective contains (you will submit objectives to your professor for approval):
- i. Audience (“The student will . . .”)
 - ii. Behavior (observable; “correctly expressively sign. . .”)
 - iii. Criteria (how many; “5 science vocabulary words . . .”)
 - iv. Degree (how accurate; “two out of three times”)

5. Develop Lesson Plans

- a. **Develop and teach** 4 lesson plans (20 points each) (see **Lesson Plan Template**; see edTPA Talking sheet in BlazeView)
 - i. **Each lesson** plan addresses **2 of the 4 objectives** (i.e., each objective will be addressed twice across 4 lesson plans)
 - ii. All 4 lessons are based on the same **theme** (e.g., seasons)
 - iii. Incorporate at least **1 book or book chapter** with **each** lesson plan
 - iv. Cite the **evidence base** in support of the instructional strategies that you will use to address objectives (see lesson plan template; see Easterbrooks & Beal-Alvarez, 2013; see Luckner and colleagues’ articles)
 - v. **Reflection** after teaching each lesson (one-page, Word document)
 - 1. Describe what was successful with the student(s) and why
 - 2. Describe what you would change in the lesson and why
- b. **Assess and collect assessment data** for **each objective** within **each lesson plan** using a pretest and post-test within each lesson plan

- i. **Example:** Objective: *When show the word in print, Jada will expressively identify 5 out of 5 science words (below) 2 out of 3 opportunities.*

Vocabulary	Pretest	Posttest
Whale	No	Yes
Dolphin	No	Yes
Ocean	No	Yes
Migrate	No	Yes
Calf	No (signed “baby cow”)	Yes (3 multiple meanings)

- ii. **Record 5-minute sample of miscue analysis assessment** and upload video unlisted to YouTube and email YouTube link to your professor.

6. Implement Lesson plans

- a. You must submit each lesson plan to your professor 48 hours prior to teaching it (BlazeView)
- b. **Video** 1 5-minute portion of instruction
- c. Upload video unlisted to YouTube and email YouTube link to your professor.

7. **Present** your action research results
 - a. **Create PowerPoint** (see **template in Blazeview**)
 - i. **PRACTICE** to stay within time frame
 - ii. **Video-record yourself** delivering the PPT (signed or spoken)
 - iii. **10 minute limit**
 - iv. See **RUBRIC** in BlazeView
 - b. **Transcription** of video-recorded presentation in Word format

COURSE EVALUATION

Conduct 3 reading assessments	30
Develop 4 reading objectives	20
Develop, implement, and reflect upon 4 reading lesson plans	80
Create and submit reading project PPT	20
Present and videotape yourself presenting reading project PPT **DL3a. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.	100
Narrative assessment	15
Respond to readings and peers' posts	15/5 each

A = 100-93

B = 92-85

C = 84-75 (A grade of C or better is required for credit)

D = 74-65

F = 64-0

ATTENDANCE POLICY

1. On-line instruction assumes a high level of motivation and self-discipline. Your active participation is expected.
2. Failure to turn in assignments on time will affect your grade. **Ten percent deducted for each day late.** No assignment will be accepted after 7 days except for unforeseen circumstances such as hospitalizations. Participation is an essential element of this course.
3. If you experience any problems in this course, please feel free to make an appointment to discuss solutions.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

**Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education**

Permission to Participate in Student Project

Dear Parent,

As part of their preparation to become teachers of children with hearing loss, students in the Deaf and Hard of Hearing teacher preparation program at Valdosta State University must practice giving tests and conducting lessons. (VSU Student's name) _____ is taking a course in **teaching reading** this spring and is required to do the following:

Give a basic reading inventory and other reading tests
Teach reading lessons

We seek your permission for this student to practice the skills learned in this class with your child. Permission is for this semester only. The college student will videotape himself or herself and your child so that I may give the student a grade. I destroy all videotapes at the end of the semester. Please sign below to give your permission.

Thank you,

Professor
E-mail Address
Phone Number

I give permission for a graduate student at Valdosta State University to give a reading test to my child (please write name), _____, and to teach him/her reading lessons. The student will work with my child at a time and location chosen by the classroom teacher. I may remove my permission at any time by contacting the graduate student's professor.

Parent or guardian signature

Date

Principal,

Please sign below indicating your understanding that the graduate student will be engaging in the activities above.

Principal

/_____
School

Date

**Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education**

Permiso para participar en un proyecto estudiantil

Queridos Padres,

Como parte de su capacitación de maestras de niños con pérdida auditiva, los estudiantes del programa de educación de maestras para niños Sordos o con Discapacidades Auditivas en Valdosta State deben practicar la administración de pruebas y la elaboración de lecciones. (Nombre del estudiante) _____ está tomando un curso en la enseñanza de la lectura, el cual tiene los siguientes requisitos:

Administrar un inventario de lectura y una prueba de fluidez
Chequear el conocimiento del estudiante sobre algunos de los materiales
Enseñar a leer

Por medio de la presente le pedimos su permiso para que este estudiante de Valdosta State practique las destrezas aprendidas en clase con su hijo(a). El permiso es para este semestre únicamente. El estudiante universitario hará un video de sí mismo(a) y su hijo(a) para que yo pueda calificar su trabajo y darle una nota. Todos los videos son destruídos al final del semestre. Por favor firme aquí abajo indicando su permiso. Gracias.

Sinceramente,

Doy mi permiso para que un estudiante de Valdosta State, _____, evalúe a mi hijo(a) y le enseñe la lectura. El estudiante trabajará con mi hijo(a) en un tiempo y lugar designados por la maestra del salón. Puedo retirar mi consentimiento en cualquier momento.

Firma del padre o acudiente legal

Fecha

Doy mi permiso.

Director(a) de la escuela/nombre de la escuela

Fecha

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON
PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum

and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the

survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

First, you need to edit your portfolio to include the new assignment

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment

The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
 - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
 - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
 - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
 - a. Submitting the assignment and not the portfolio (see #17 above).
 - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname
(e.g. MGED F10 Week 4 LP Martin, Sue)
No description necessary
5. **>Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, **>Edit**
7. At bottom, under **File Attachments**, **>Edit**
8. **>Upload New File**
9. **>Browse**, choose the correct lesson plan, and open it.
10. **>Save and Finish**, **>Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **>Submit for Review**

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it **>Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
 - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
 - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
 - Short Text: Enter responses up to 255 characters.
 - Long Text: Enter responses up to 65,000 characters.
 - Date: Enter the date according to the provided format (MM/DD/YYYY).
 - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
 - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
 - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
 - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
 - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

Directions for Other LiveText Tasks

The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.

3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button.
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.