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

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

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

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**
What is the role of the teacher and the student?

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

**Concept**
What is the big idea? What prior knowledge does the student need?
Textbook

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

Self Selected Text

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

Other Modes

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

Area of need
- Will my student need support with reading or writing?

Strategies
- What evidenced based strategies will build those skills?

Assessment
- How will I know if my student is making progress on their IEP goals?
How will my student access instruction?

What will their sharing knowledge look like?
Vocabulary 4 Success - DHH
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/
Planning

- Strategic
  - V4S-DHH Units
- Purposeful
  - V4S-DHH Strategies
Strategically Planning

V4S-DHH Units

Choose a theme.

Choose books.

Choose Target Words

Sign/ Fingerspell?

Target phonemes?
Creating target word cards

Screen student to make sure the words are unknown

Oceans
# OCEAN: Target words and definitions

<table>
<thead>
<tr>
<th>Target Words</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coral</td>
<td>Bones left by a sea animal</td>
</tr>
<tr>
<td>Dim</td>
<td>Dark or unclear</td>
</tr>
<tr>
<td>Fierce</td>
<td>Mean or angry</td>
</tr>
<tr>
<td>Ocean</td>
<td>A large body of salt water that covers most of the Earth</td>
</tr>
<tr>
<td>Urchin</td>
<td>A sea animal with sharp spikes on its body</td>
</tr>
</tbody>
</table>
Planning for Purposeful Instruction: V4S - DHH Strategies

- Fast mapping
- Interactive book reading
- Conversation
- Extension activities
Planning for Purposeful Instruction: Fast Mapping

Urchin
A sea animal with sharp spikes on its body

Ball

Banana

Which is the urchin?
How did you know that?
You know this is a ball and this is a banana, so this has to be the urchin.
Planning for Purposeful Instruction:
Interactive Book Reading

- 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

- Contributions
- Open-ended questions
- "Tell-me" statements
- Acknowledgements
- Vocabulary recasts
- Follow student’s lead
- Linguistic expansion
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

1. High demands and expectations on students
2. Time with the itinerant teacher can’t be underestimated
3. Strategic planning is the solution!


Shanahan, C. & Shanahan, T. (2014). Does disciplinary literacy have a place in elementary school?. The Reading Teacher 67(8), 636-639.