

Master's & Credential Program

EDU 239A
DHH: Curricula for Learners 5-22
Spring Term 2021

Vicki Ishida, MEd.	
Class Dates: Jan, 11 th – May 3 rd , 2021	Office Hours: 12:30-1:30 M, or by appt
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Course Description

EDU 239A builds on students' knowledge of curriculum theories and strategies in the general education setting and their application to children and youth from diverse cultural and linguistic backgrounds who have hearing loss. Topics address learning theory and pedagogical knowledge for the purpose of helping children with hearing loss achieve standards in core areas of the curriculum, including language arts, mathematics, social studies and science. The course will discuss ways of supporting parents, general education teachers, paraprofessionals and other team members, including how to use community resources and technology to promote the development of children's learning and thinking.

Course Purpose

Initial Program: Meets part of the standards for the CCTC Preliminary - Education Specialist Standards for Deaf and Hard of Hearing Credential with *added authorizations* in English Learners and Autism Spectrum Disorders.

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. Faculty and staff have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the College.

Course Outcomes Aligned with Standards: This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:

- MSMU Graduate Program Learning Goals and Student Learning Outcomes
- California Commission on Teacher Credentialing (CCTC) Standards:
- Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)

**Commission on Teacher Credentialing Teacher Preparation Expectations (TPEs)
To be addressed in this course**

TPE 1: Engaging and Supporting All Students in Learning

1.1 Provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction.

Introduced: All learning in this course is geared towards creating learning environments to meet the unique needs of learner. *Practiced:* Instruction design, lesson plan implementation.

1.2 Communicate proficiently in English and engage with students using multimodal instruction, scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 plan.

Introduced: Multiple strategies are explored for student engagement and learning. *Practiced:* Instruction design, lesson plan implementation. *Assessed:* Final exam project.

1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.

Introduced: Strategies are explored to incorporate development of the student in school and home environment.

1.4 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

Introduced: Brain based learning strategies that support learning *Practiced:* In groups select appropriate activities following CCSS and select at least three brain-based strategies that can be implemented to support language learning

1.5 Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).

Introduced: Through exploration/discussion of IEP's and its elements. *Assessed:* Mid Term

Project presentation

1.6 Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.

Introduced: Culturally responsive pedagogy *Practiced:* Watch short interview with Dr. Ladson-Billings in groups find an article on CRP and share the findings in class. *Assessed:* Inclusion of a lesson plan that focuses on a deaf related experience or event appropriate to the grade level candidates plan is for in Final exam project.

1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.

Introduced: Strategies are explored geared towards creating learning environments to meet the unique needs of learners. *Practiced:* Instruction design, lesson plan implementation. *Assessed:* Final exam project.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.

Introduced: Environments that maximize development language is studied within the context of strategies and other supports for oral language development. *Practiced:* Review and research multiple means of engagement, representation and expression. *Assessed:* Create lesson plan using UDL and accommodations/ modifications appropriate for case-study student

2.2 Design learning environments that maximize opportunities to progress from emerging to a formal language and using translanguaging techniques appropriate to each student to further English competency.

Introduced: Environments that maximize development language is studied within the context of strategies and other supports for oral language development. **Practiced:** Create lessons using multiple means of engagement, representation and expression.

2.3 Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse learners to access, comprehend, and apply information; acquire knowledge and maintain interpersonal relationships.

Introduced: Strategies that support vocabulary development and comprehension. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

2.4 Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.

Introduced: Behavior management – theories of behavior focus on the causes of and responses to harassment and intolerance. **Practiced:** Watch film “Lean on Me”. **Assessed:** Given scenarios candidates will determine how best to handle instances of intolerance and harassment

2.5 Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.

Introduced: Concepts and theories of the cultural impact/needs of multi-lingual environments are explored.

2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.

Introduced: Course discusses use and application of assistive technology. **Practiced:** Mid-term project.

2.7 Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.

Introduced: Course explores the use of varied personnel to enhance and support the learning environment of students. **Practiced:** Study the present levels of a student who is DHH plus an additional disability – determine who the related service providers should be. **Assessed:** given scenarios determine the service providers who should assess student to determine eligibility

TPE 3 Understanding and Organizing Subject Matter for Student Learning

3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

Introduced: Technical vocabulary is introduced in each module. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

Introduced: Strategies to support comprehension and literacy are introduced. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).

Introduced: Informal and formal language assessments. **Practiced:** Identifying assessments and their application toward goals/objectives.

3.5 Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.

Introduced: Application of multi-modality instruction is discussed throughout course. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

3.6 Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

Introduced: Authentic activities that draw from a variety of resources including digital technology is introduced across modules to support language and literacy. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

Practice: Candidates explore multimedia resources for culturally relevant materials to support positive self-identity. **Assessed:** A variety Culturally Relevant materials will be included in lesson planning

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

4.1 Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.

Introduced: All learning in this course is geared towards creating instruction to meet the unique needs of learners. **Practice:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

Introduced: Intro to language development and consideration of the ways that deprivation affect language learning. **Practice:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

Introduced: Understand language development as a progression of skills. **Practice:** Review a variety of assessments – EOWPVT, ROWPVT, TACL-3, TOLD:P-4, language samples. **Assessed:** Select language targets based on assessment results.

4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs at the elementary level.

Introduced: Student self-esteem and self-advocacy are a thread throughout the course. **Practiced:** Instruction design, lesson plan practice. **Assessed:** Final exam project.

4.5 Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

Introduced: Students are introduced to the importance of collaboration and team building to create the most advantageous learning environment.

4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.

Introduced: Identify strategies to promote language acquisition. **Practice:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

TPE 5: Assessing Student Learning

5.1 Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.

Intro: State and federal guidelines for assessing students for placement and services **Practice:** Scholars explore the elements of IEP's and IEP meetings. **Assess:** (a) Candidates identify related service personnel responsible for the assessing, (b) identify the parts of an IEP and how each is related and drives instruction and service delivery

5.2 Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.

Introduced: Course explores the importance of assessment data in creating individualized goals/objectives.

5.3 Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.

Introduced: To the need to assess and the importance of authentic assessments. **Practiced:** Students explore various language assessments.

5.4 Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all **stakeholders**.

Practiced: Review the present levels of a *case study* student's IEP – candidates will determine the student's academic, linguistic and socioemotional progress, determine the student's challenges and suggest goals and objectives to meet those challenges to a mock IEP team.

5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student. and socioemotional progress to all stakeholders.

Introduced: A variety of language assessments explored. **Practiced:** Examine the results of an assessment to determine the case-study student's language levels and needs. **Assessed:** Candidates create goals and benchmarks for the case-study student – present in class to mock stakeholders

TPE 6: Developing as a Professional Educator

6.2 Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.

Introduced: Students are introduced to importance of presenting information in positive and neutral ways to help facilitate a family's decision-making process.

6.3 Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.

Introduced: The course emphasizes the need/importance of collaboration to achieve meeting the needs of students.

6.4 Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.

Introduced: Course emphasizes the importance of understanding and application of auditory skills to social and academic learning environments. **Practiced & Assessed:** Mid-term project.

6.5 Demonstrate knowledge of universal design for learning and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.

Introduced: The application of UDL to support the learning of all students. **Practiced:** Instruction design, lesson plan implementation. **Assessed:** Final exam project.

6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

Introduced: The role of L1 and the developmental trajectory of students who are DHH using spoken language.

Course Objective

Teacher candidates will recognize the connection between pedagogical theory and practice and curriculum design to understand how and what we teach by creating a process and strategies leading to the achievement of meaningful cognitive learning that is relevant to a student or a student with hearing loss' abilities, needs, and culture.

Student Learning Outcomes

- Demonstrate knowledge of pedagogy, the theory and practice of educating, as it relates to students with hearing loss.
- Demonstrate knowledge of curriculum design, lesson plan structure, understanding of behavior management as it pertains to administering a successful classroom or therapy environment.
- Demonstrate knowledge and perspectives of hearing loss and its impact on cognitive and social skills as it pertains to parent/caregivers, educational support personnel, special or general education learning environments.
- Demonstrate their understanding of elements of the IEP process, assessments, and the ability/need for presenting such information through unbiased and compassionate means.

Course Requirements

Attendance: Attendance at all classes is required, and is included as a grade in class participation. If an assignment has not been done by the beginning of class, it will be considered late and will automatically be relegated to a lower grade. Students are responsible for class content even when they are not in attendance. Students must communicate their whereabouts immediately and directly to the instructor by phone if absent for any reason. Please see MSMU's policy on attendance: <http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

Online Learning: While attending classes online your attendance is required visually as well as auditorily. Cameras are to remain on unless you are excused by the course instructor. You will be marked as absent if your computer camera is turned off.

Preparation: Students must be prepared for class. Readings are to be read and studied before each class, and summarized and reflected on if required. All reading materials must be brought to each class, unless otherwise noted by the teacher.

Professional Appearance in Work: All work must appear professional and presented neatly typed or word processed on a computer. Child activities may be printed very neatly by hand.

Late Work: Assignments must be handed in on due date. Late work will lose one grade per day of lateness.

Re-Done Work: Assignments may be redone, but only with instructor's prior approval. The two grades are averaged. If the instructor approves taking a make-up test, it will be a more difficult test than the original, and the two grades for the two tests will be averaged.

Potential COVID-19 Disruption: Should the course modality change during the semester the instructor will provide a comprehensive update of how the class will continue and any changes that may result.

Course Structure

This course will consist of the following components:

1. **PowerPoint Presentations:** These presentations will include outline text and voice lecture related to the topic(s) for that week.
2. **Readings:** Readings will be assigned. These items may be downloaded and printed out by the candidates. Students are responsible for the readings as assigned and should come to class prepared to discuss the content.
3. **Discussion:** Candidates are expected to engage instructor and each other in a thorough, ongoing discussion of critical issues in the field and to cite readings and experiences to support their thinking.
4. **Assignments and Demonstrations of Learning:** Candidates will create lesson plans, review assessments, create an inservice, write reflections, and demonstrate knowledge of using technology in the classroom.
5. **Midterm and Final Exam:** Candidates will successful complete the midterm and final as a demonstration of their learning.

Assignments and Grading

Curriculum Articles – Due: May 3, 2021

Various articles encompassing point of views by professionals in the field, data sheets, practical application materials, articles to support concepts taught. Each graduate student is responsible for reading materials to add to their overall ability to discuss topics in class, apply concepts to developing lesson plans/curriculum.

Total Points: 100

Instruction Design – Due TBD

Lesson planning is a foundational element for quality instruction. It provides the teacher with clear guidelines for purpose, execution, and assessment. Following a basic lesson plan format, you will practice designing lessons to demonstrate your understanding of the elements that create an effective and engaging learning activity.

Total Points: 100

Mid Term – Due March 7, 2021

As a Teacher of the Deaf, you may be considered a ‘case manager’ in charge of the academic outcomes of students both in your SDC and those on your caseload who may be mainstreamed part or full time. In some instances, you may be the only Teacher of the Deaf on a campus, and thus deemed the ‘expert’ in Deaf Education. With this in mind you will put together an in-service for the general education teachers and/or other related support staff who are working with the DHH students in your caseload.

Additional information and rubric will be given at a later date.

Total Points: 300

Final – Due May 3, 2021

You will create 6 lesson plans based on a thematic unit of choice for one selected grade level between grades 1-6, designed to integrate all domains of learning with the Listening and Spoken Language principles and strategies in the Auditory-Verbal classroom and coordinate the plans with the California State Standards for K-12. You are required to create a lesson in each of the academic content areas – Reading, Math, Social Studies, Science, Language Arts/Writing – as well as one in a chosen supportive field – Art, Music, Technology – that supports your focus. You will include standards that apply, materials, activities, language concepts, vocabulary, and opportunities for auditory emphasis, speech development and remediation.

Additional information and rubric will be given at a later date.

Total Points: 500

Assignments	Points	Due
Curriculum Articles	100	May 3
Instruction Design (4 lesson plans @ 25 pts each)	100	TBD
Midterm (PowerPoint In-service)	300	March 7
Final (Thematic Unit)	500	May 3
Total Points for Class	1,000	

Grades and Evaluation Standards

Grade	Percentage	Total Points
A	100 - 95%	1000 - 950
A-	94.9 - 90%	949 - 900
B+	89.9 - 88%	899 - 880
B	87.9 - 84%	879 - 840
B-	83.9 - 80%	839 - 800
C+	79.9 - 78%	799 - 780
C	77.9 - 74%	779 - 740
C-	73.9 - 70	739 - 700
F	Below 70%	699

PLEASE NOTE: ** You must maintain a GPA of no less than B- or 85% each semester to remain in the program

Late Assignments: Will be marked in Canvas and 1 point deleted for each day they are late. If you are having difficulty understanding the assignment or have an unexpected turn of events in your life please contact me prior to the due date and time so that I can extend your time.

Format: Please submit all assignments using a Microsoft/word/excel/ powerpoint format.

Academic Integrity: A violation of academic integrity is any instance when a student attempts to pass off someone else's words as their own, no matter where s/he found those words or ideas, and no matter where these ideas are presented. Always give credit to the source of your material via quotes and citation. The following academic violations will result in an F on the assignment and or an F on both the assignment and the course.

Cheating: Cheating is the unauthorized use of attempted use of material information, study aids, devices or communication during an academic exercise such as a test/ final exam.

Plagerism: Plagerism is the act of presenting another person's ideas, research or writings as your own.

APA: Please use the APA format when writing papers. The link below describes APA formatting.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Class Schedule			
Date	Topics	Knowledge and Skills	Assignments/Due
Class 1 Mon. 1/11/21	Intro to Curriculum IEP: An Overview	<ul style="list-style-type: none"> Defining curriculum vs. teaching, learning standards, hidden curriculum (cultural expectations, values, perspectives), school structures, differentiated instruction Discuss IDEA and special education purposes and applications, IEP components and related services, educator's responsibilities 	Read: <ul style="list-style-type: none"> Curriculum Definition – The Glossary of Education Reform Hidden Curriculum Definition – The Glossary of Education Reform IDEA, Section 504, and ADA: Which Laws Do What
Class 2 Mon. 1/25/21	Common Core Standards	<ul style="list-style-type: none"> Discuss purpose, design, and organization of standards, unpacking essential knowledge vs. skills, concepts/skills(Bloom's Taxonomy), connecting CCSS to IEPs 	Read: <ul style="list-style-type: none"> Everything You Need to Know About Common Core The Common Core Costs Billions and Hurts Students Planning Curriculum to Meet the Common Core Standards Go Figure: Math and the Common Core CaCCSS-ELA w/ Highlighted Text Assignment 1: <ul style="list-style-type: none"> Reflection on CCSS articles Comparison of selected CCSS skills
Class 3 Mon. 2/1/21	Curriculum – Theory and Practice <ul style="list-style-type: none"> Intro to Theory and Practice Mastery Teaching: A Teacher Decision Model Tri-Dimensional Curriculum & Developing Academic Content 	<ul style="list-style-type: none"> Discuss curriculum components, learning supports, multi-modal instruction Teacher decision making process, basics of effective teaching, generalizations and concepts, developing content decisions, differentiated instruction, learning behavior (input/output), teaching behavior (motivation, rate/degree, retention, transfer) Tri-dimensional model (academic, social/emotional, routines/procedures), developing instructional objectives 	Read: <ul style="list-style-type: none"> Edutopia Lesson and Curriculum Planning Depth of Knowledge Overview Chart Depth of Knowledge Levels Depth of Knowledge Classroom Questions
Class 4 Mon. 2/8/21	Curriculum – Theory and Practice <ul style="list-style-type: none"> Routines and Procedures Behavior – Positive/Negative Reinforcement & Punishment Reinforcement Theory Strategy for Changing Behavior 	<ul style="list-style-type: none"> Developing curriculum for routines and procedures, transitions and expectations, organization and engagement Positive /negative reinforcement, types of reinforcement (social, privilege, concrete, extinction) Elements of students xyz, student challenges, process for implementing behavioral changes 	Read: <ul style="list-style-type: none"> The Difference Between Positive/Negative Reinforcement/Punishment Michael Josephson – Character Counts

<p>Class 9 Mon. 3/22/21</p>	<p>Social Studies / Science</p> <p>Individual meetings to debrief mid-term</p>	<ul style="list-style-type: none"> • Discuss social studies and its relation to literacy, skills related to social studies learning (critical analysis, interpretation, comparing/contrasting, cause/effect) • Discuss science learning and skills (content, academic vs. abstract, comprehension, interpretation, extrapolation, relating) • Discuss feedback on content and presentation of mid-term in-service projects 	<p>Read:</p> <ul style="list-style-type: none"> • 6 Skills Students Need to Succeed in Social Studies Classes • Literacy in Sciences – Reading Rockets • NSTA/Student with Disabilities • Questioning the Author: Making Sense of Social Studies • Science for Students with Disabilities <p>Assignment 5:</p> <ul style="list-style-type: none"> • Develop lesson plan for selected social studies or science skill
<p>Class 10 Mon. 3/29/21</p>	<p>Use of Technology</p> <ul style="list-style-type: none"> • Amplifying Learning with Technology • Guest speaker <p>Individual meetings to debrief practice lesson plan assignments</p>	<ul style="list-style-type: none"> • Discuss ISTE standards (International Society for Technology in Education), SAMR model (substitution, augmentation, modification, redefinition), commercial applications for academic, language, speech, auditory skills learning for hearing and DHH students in classroom and therapy settings • Discuss feedback on practice lesson plans that includes goals/objectives, applicable standards, instructions to meet group/individual needs, cultural considerations, DHH/LSL overlay 	<p>Assignment:</p> <ul style="list-style-type: none"> • Tap into Flipgrid (website that facilitates video discussions) to record answers to posed questions
<p>Class 11 Mon. 4/12/21</p>	<p>English Language Learners</p> <p>Deafness & Cognition</p>	<ul style="list-style-type: none"> • Discuss and define culturally responsive pedagogy, English language learners (simultaneous bilingual, sequential, heritage), statistics of language in US/World, pillars of English language learning (conversational fluency, discrete language, academic language proficiency), foundations of teaching language, scaffolding skills, multi-modal instruction, supporting EL (understanding culture, strategies for academics and classroom), assessing EL by district standards (ELPAC), reviewing ELPAC and its impact on DHH students who are EL • Discuss and define deafness and cognition, discuss theories of multiple environments (Bronfenbrenner), maturation/interaction (Piaget), external factors/interrelated stages (Erikson), primary and secondary discourse 	<p>Read:</p> <ul style="list-style-type: none"> • Culturally Responsive Teaching: What You Need to Know • The Three Pillars of English Language Learning\ • Edutopia – English Language Learners • An Asset-Based Approach to Supporting English Learners' Reading Skills • A Nation with Multiple Languages • Examining the Evidence: Supporting Immigrant-Origin Students and English-Learners • 12 Ways to Support English Learners in the Mainstream Classroom • Deaf Cognition: Foundations and Outcomes • The Impact of Hearing Loss • Four Modes of Discourse • Theory of Mind: Language and Cognition in Deaf Children • How to Grow a Young Child's Listening Brain • Listening is Where Hearing Meets Brain in Children and Adults

Class 12 Mon. 4/19/21	Assessments Final Project Assigned – Thematic Unit Lesson Plans	<ul style="list-style-type: none"> Discuss evaluation purposes, types of assessments (diagnostic, formative, summative, norm-referenced, criterion-referenced, interim/benchmark), scoring and recording (basal, ceiling, raw score, standard, percentile, stanine, age/grade equivalency), presenting and using data, hands on with assessments (EOWPVT, ROWPVT, TAFL-3, TOLD:P-4, TAGS, language sample) Discuss parameters for final project (see specifics and rubric in syllabus) 	Read: <ul style="list-style-type: none"> Six Types of Assessment of Learning 3 Tips for Using Conversations for Assessment
Class 13 Mon. 4/26/21	Goal / Objective Writing Real World – Mainstreaming/Itinerant	<ul style="list-style-type: none"> Discuss parameters of goals and objectives as it relates to IEPs, SMART goals, IEP goal formula, creating goals from assessments, language used by districts to create IEP goals (language, speech, auditory skills, academics, pre-voc ed/mainstream) Discuss parameters for creating classroom environment, routines and schedules, listening checks, room management, working with support staff/grade level partner/co-teaching/ mainstream teachers, mainstream and inclusion, special day class, itinerancy, daily planning 	Read: <ul style="list-style-type: none"> Blooms Taxonomy Graphics IEP Goal Writing Template Six Co-Teaching Models Six Approaches to Co-Teaching Hearing-Itinerant Services Rubric
Class 14 Mon. 5/3/21	Complete and Submit Final Project		Final Project due

MSMU Observed Holidays – No class attendance

1/18/21	Martin Luther King Holiday	3/8/21	Spring Break
2/15/21	Presidents Holiday	4/5/21	Easter Monday

EDU 239A DHH: Curricula for Learners 5-22
Mid-Term: In-Service for Faculty/Staff
300 Points

FOCUS: A teacher of the deaf may be considered a 'case manager' in charge of the academic outcomes of students in special day classes and/or those who may be mainstreamed part/full time. In some instances, he or she may be the only teacher of the deaf on a campus, and thus deemed the 'expert' in Deaf Education. As a professional educator, your habits of practice should be a blend of a) an understanding and application of the child development and audition, language, and speech development principles b) sensitivity to cultural and linguistic diversity, c) ELL considerations d) K-12 objectives, standards, language goals, auditory goals, speech goals, procedure, scripts, questions, follow-up activities, assessment of learning, e) integration of curriculum with the principles of listening and spoken language development, f) selective implementation of effective strategies for supporting parents, professionals and paraprofessionals that are grounded in research cited in our professional literature.

TASK: This In-Service Project is a demonstration of the technical knowledge and skills surrounding knowledge and understanding of hearing loss, its impact on learning and skills/application, IDEA and the ways that the IEP guides instructional practice, strategies to support students in learning and social arenas, and dispositions reflective of the Listening and Spoken Language philosophy of the MSMU/JTC DHH Graduate Program as it aligns with the content knowledge and skills identified in the CTC and CEC education specialist standards. With this in mind, the student candidate will create an in-service in the form of an electronic presentation for general education teachers and support staff who are working with the DHH students in a typical caseload.

- Student Candidates will demonstrate knowledge of general education curricula, state frameworks and standards and design lessons that incorporate teaching strategies/techniques that are effective for students with hearing loss, language delay, additional disabilities and necessary modifications.
- Student Candidates will demonstrate knowledge of the roll taken by a teacher of the deaf as a case manager for DHH students who are included in general education classrooms.
- Student Candidates will create an in-service package that describes:
 - Basic information about hearing loss
 - Basic information regarding the IEP and its implementation
 - Strategies they can use with working with students with hearing loss
 - Accommodations they should provide the student with hearing loss in their class
 - Basic information on how to use equipment, classroom acoustics, etc.
 - Instructional strategies, behavior management techniques, and materials to be used to make the subject matter meaningful to DHH children
- Student Candidates will create handouts that support the in-service and provide meaningful information for the staff.

FORMAT: Each student will present their in-service project in-class at a designated time. The in-service should be conducted as if one was presenting to a faculty/staff. The visuals should be in PowerPoint or Google Slides.

SUBMITTING: The candidate will complete the assignment and submit the project in its entirety electronically to the instructor by Sunday March 7, 2021. Candidates are expected to follow the detailed instructions on the rubric regarding content.

EDU 239A DHH: Curricula for Learners 5-22
Rubric: Mid-Term In-service for Staff
300 points

Exemplary Exceeds Standards A (100-93)	Proficient Meets Standards B (92-83)	Approaching Standards C (82-73)	Below Standards (72 and below)
<p>Student creates an in-service to present to class which demonstrates “expert” knowledge of the role of a teacher of the deaf. Included is accurate and thorough information on placement possibilities for a child who is deaf or hard of hearing, information for teachers in general education with no background with children with hearing loss, basic information about hearing loss, strategies they can use with working with students with hearing loss, accommodations they should provide the student with hearing loss in their class, basic information on how to use equipment, classroom acoustics, making the classroom environment acoustically friendly, specific language challenges in reading, math, science, social studies, etc. for a child with a hearing loss, handouts and additional resources.</p> <p>The written style of the in-service will be of professional quality with no errors.</p>	<p>Student creates an in-service to present to class which demonstrates near “expert” knowledge of the role of a teacher of the deaf. Included is accurate information on placement possibilities for a child who is deaf or hard of hearing, information for teachers in general education with no background with children with hearing loss, basic information about hearing loss, accommodations they should provide the student with hearing loss in their class, basic information on how to use equipment, classroom acoustics, making the classroom environment acoustically friendly, specific language challenges in reading, math, science, social studies, etc. for a child with a hearing loss, handouts and additional resources.</p> <p>The written style of the in-service will be of acceptable quality with few errors.</p>	<p>Student creates an in-service to present to class which demonstrates knowledge of the role of a teacher of the deaf. Included is information on placement possibilities for a child who is deaf or hard of hearing, information for teachers in general education, basic information about hearing loss, basic information on how to use equipment, classroom acoustics, specific language challenges in reading, math, science, social studies, etc. for a child with a hearing loss, handouts and additional resources.</p> <p>The written style of the in-service will be of acceptable quality with some errors.</p>	<p>Student creates an in-service to present to class which demonstrates knowledge of the role of a teacher of the deaf. Included is information on placement possibilities for a child who is deaf or hard of hearing, information for teachers in general education, basic information about hearing loss, basic information on how to use equipment, specific language challenges in reading, math, science, social studies, etc. for a child with a hearing loss, handouts and additional resources.</p> <p>The quality of the in-service is unacceptable, with many errors.</p>

EDU 239A DHH: Curricula for Learners 5-22
Final Project: Thematic Unit Lesson Plans
500 Points

FOCUS: The **Lesson Plans-Final Assignment for Elementary Curriculum** is used to evaluate your learning and teaching from the point of view of a professional trained to work with students who are deaf or hard of hearing. As a professional auditory-verbal educator, your habits of practice should be a blend of a) an understanding and application of the child development and audition, language, and speech development principles b) sensitivity to cultural and linguistic diversity, c) ELL considerations d) K-12 objectives, standards, language goals, auditory goals, speech goals, procedure, scripts, questions, follow-up activities, assessment of learning, e) integration of curriculum with the principles of listening and spoken language development, f) skill at sequencing of lessons, amount of time planned for each, possibilities for lessons as enrichment or review or assessment, and g) selective implementation of effective strategies that are grounded in research cited in our professional literature.

TASK: The **Lesson Plans-Final Assignment for Elementary Curriculum** is a culmination and the final project of the technical knowledge and skills surrounding curriculum presentation and adaptations for elementary-age students who are deaf and hard of hearing, and dispositions reflective of the Listening and Spoken Language philosophy of the MSMU/JTC DHH Graduate Program as it aligns with the content knowledge and skills identified in the CTC and CEC education specialist standards. The evidence is aligned with each element of the California Standards for the Teaching Profession (CSTP) and the DHH/TPEs. You will create 6 lesson plans based on a thematic unit of choice for one selected grade level between grades 1-6, designed to integrate all domains of learning with the Listening and Spoken Language principles and strategies in the Auditory-Verbal classroom and coordinate the plans with the California State Standards for K-12. You are required to create a lesson in each of the academic content areas – Reading, Math, Social Studies, Science, Language Arts/Writing – as well as one in a chosen supportive field – Art, Music, Technology – that supports your focus. You will describe standards that apply, materials, activities, language concepts, vocabulary and opportunities for auditory emphasis and speech development and remediation. You will be graded on the completeness and relevancy of your plan. Your final plans will demonstrate your knowledge of:

- Themes and dispositions espoused by the faculty and students
- Research-grounded principles of practice (learning and teaching)
- California Standards for the Teaching Profession (CSTP)
- CTC/Teacher Performance Expectations
- The Principles of Auditory-Verbal practice espoused by the Academy for Listening and Spoken Language of the AG Bell Association

FORMAT: The Lesson Plans-Final Assignment for Curricula for Learners 5-22 Rubric is available from the instructors/supervisors of the course EDU 239A.

SUBMITTING: The candidate will complete the assignment and submit the project in its entirety electronically to the instructor by Monday, May 3, 2021. Candidates are expected to follow the detailed instructions on the rubric regarding content.

EDU 239A DHH: Curricula for Learners 5-22
Rubric: Final Project Thematic Unit Lesson Plans
500 points

<p style="text-align: center;">Exemplary Exceeds Standards A (100-93)</p>	<p style="text-align: center;">Proficient Meets Standards B (92-83)</p>	<p style="text-align: center;">Approaching Standards C (82-73)</p>	<p style="text-align: center;">Below Standards (72 and below)</p>
<p>Candidate demonstrates superior understanding of child development, audition, language, and speech development principles and goals, sensitivity to cultural and linguistic diversity, ELL considerations, K-12 objectives, CCSS, lesson procedures, scripts, questions, follow-up activities, assessment of learning, integration of curriculum with the principles of listening and spoken language development, skill at sequencing of lessons, amount of time planned for each, possibilities for lessons as enrichment or review or assessment, and selective implementation of effective strategies that are grounded in research cited in our professional literature. The lesson plans demonstrate the technical knowledge and skills surrounding curriculum presentation and adaptations for elementary-age students who are deaf and hard of hearing, and dispositions reflective of the LSL philosophy of the MSMU/JTC DHH Graduate Program.</p>	<p>Candidate demonstrates above average understanding of child development, audition, language, and speech development principles, sensitivity to cultural and linguistic diversity, ELL considerations, K-12 objectives, CCSS, lesson procedures, scripts, questions, follow-up activities, assessment of learning, integration of curriculum with the principles of listening and spoken language development, skill at sequencing of lessons, amount of time planned for each. The lesson plans demonstrate the technical knowledge and skills surrounding curriculum presentation and adaptations for elementary-age students who are deaf and hard of hearing, and dispositions reflective of the Listening and Spoken Language philosophy of the MSMU/JTC DHH Graduate Program.</p>	<p>Candidate demonstrates average understanding of child development, audition, language, and speech development principles, sensitivity to cultural and linguistic diversity, ELL considerations, K-12 objectives, CCSS, lesson procedures, scripts, follow-up activities, integration of curriculum with the principles of listening and spoken language development, amount of time planned for each, the technical knowledge and skills for adaptations for elementary-age students who are deaf and hard of hearing, and dispositions reflective of the Listening and Spoken Language philosophy of the MSMU/JTC DHH Graduate Program.</p>	<p>Candidate demonstrates below average understanding of child development, audition, language, and speech development principles, sensitivity to cultural and linguistic diversity, ELL considerations, K-12 objectives, CCSS, lesson procedures, scripts, follow-up activities, integration of curriculum with the principles of listening and spoken language development, the technical knowledge and skills for adaptations for elementary-age students who are deaf and hard of hearing.</p>

**Department of Education
Candidate Dispositions Statement**

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.*

MSMU Education Candidates are expected to:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)
4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and College staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with College staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

MSMU and Education Department Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2010-2012 MSMU catalog, which is available online at <http://www.MSMU.la.edu/catalog/2010-2012/4076.htm>

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online at <http://www.MSMU.la.edu/graduate-programs/student-handbook.asp>

Internet Courseware Platform: It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

Students with Disabilities: MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to make arrangements for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

Learning Resource Center: Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance for you according to your needs at (213) 488-2692.

Absences: Regular attendance is especially important in the MSMU/JTC DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model. Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the university policy as stated in the MSMU catalog.

Credit Hour Policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

University Policies

- i. *University PPE Policy:*
All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- ii. *University Attendance Policy (Recommended):*
<http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>.
- iii. *Academic Integrity Policy, such as:*
All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.
- iv. *Academic Freedom Statement, such as:*
For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).
- v. *Disability Statement:*
Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

vi. *Student Credit Hour Policy:*

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

THIS SYLLABUS IS LIABLE TO CHANGE AT ANY TIME DURING THE SEMESTER