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## Master's & Credential Program

**EDU 239A**  
**DHH: Curricula for Learners 5-22**  
**Spring Term 2020**

<b>Vicki Ishida, MEd.</b>	
<b>Class Dates:</b> Jan 8 – Mar 18 (11 weeks)	<b>Office Hours:</b> 12:30-1:30 W, or by appt
<b>Class Hours:</b> Wednesdays 1:30-5:30pm	<b>E-mail:</b> ishida.vicki@gmail.com
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### Course Description

EDU 239A is designed to build on students' knowledge of curriculum theories and strategies in the general education setting and apply them to children and youth, from diverse cultural and linguistic backgrounds, who have hearing loss. Whether children with hearing loss are included in a general education setting for all of their academic instruction or in more restrictive educational environments, teachers of the deaf and hard of hearing need to be well-versed in the challenges associated with all areas related to the K-12 curriculum and classroom instruction for this population. EDU 239A addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing loss, including English Language Learners, achieve content knowledge in all areas of the curriculum, including language arts, mathematics, social studies, science, and technology. The course will focus on supporting parents, general education teachers, paraprofessionals and other team members on how to use community resources and technology to promote the development of children's learning and thinking. EDU 239A is also designed to meet standards for English Language Learners and children with Autism Spectrum Disorders.

### 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.

## Course Outcomes—Aligned with Unit & Program Outcomes

**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)

### Course Objectives based on MSMU Graduate Learning Outcomes and CTC TPEs:

<b>TPE 1: Engaging and Supporting All Students in Learning</b>	
DHH Candidates will:	
<b>Element 1</b>	Provide and sustain a language rich environment in ASL and or English
<b>Element 2</b>	Communicate proficiently in ASL and or English and engage with students as stipulated in the IFSP/IEP/ 504 plan
<b>Element 3</b>	Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful
<b>Element 4</b>	Demonstrate knowledge of students' language development
<b>Element 5</b>	Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning
<b>Element 6</b>	Connect subject matter to deaf-related events and experiences
<b>Element 7</b>	Differentiate instruction and curriculum access for all students
<b>Element 8</b>	Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504
<b>TPE 2: Creating and Maintaining Effective Environment for Student Learning</b>	
DHH Candidates will:	
<b>Element 1</b>	Establish a caring, stimulating, and safe community for diverse deaf learners
<b>Element 2</b>	Design learning environments that maximize opportunities to progress
<b>Element 3</b>	Establish, maintain, and monitor an inclusive environment which cultivates language equity
<b>Element 4</b>	Recognize and appropriately address instances of intolerance among students
<b>Element 5</b>	Select, adapt, create and use culturally relevant language-rich resources
<b>Element 6</b>	Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology
<b>Element 7</b>	Maintain high expectations for learning with appropriate support of deaf students
<b>Element 8</b>	Provide ongoing opportunities for safe, meaningful social interactions between language-model peers

<b>Element 9</b>	Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	
DHH Candidates will:	
<b>Element 1</b>	Master technical vocabulary and key concepts in content areas of instruction
<b>Element 2</b>	Demonstrate the ability to effectively deliver content knowledge
<b>Element 3</b>	Demonstrate knowledge of appropriate expressive and receptive language skills strategies and assessments based on language of instruction
<b>Element 4</b>	Demonstrate knowledge of translanguaging and transliterating techniques
<b>Element 5</b>	Demonstrate knowledge of auditory, tactile and visual accommodations, differentiation, and modification of instruction
<b>Element 6</b>	Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials
<b>Element 7</b>	Use appropriate multimedia tools to support conceptual knowledge
<b>Element 8</b>	Use current culturally relevant and appropriate deaf-related materials
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	
DHH Candidates will:	
<b>Element 1</b>	Demonstrate the ability to design and implement effective learning activities
<b>Element 2</b>	Understand and apply knowledge of typical and atypical language development
<b>Element 3</b>	Design reasonable language and content objectives and benchmarks for instruction
<b>Element 4</b>	Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22
<b>Element 5</b>	Access resources for planning and instruction, including the expertise of deaf, hard-of-hearing and deaf-blind communities
<b>Element 6</b>	Plan instruction that promotes a variety of receptive and expressive language development skills and strategies
<b>Element 7</b>	Coordinate, collaborate, co-teach and communicate effectively with other agencies
<b>TPE 5: Assessing Student Learning</b>	
DHH Candidates will:	
<b>Element 1</b>	Apply knowledge of federal and state special education laws and regulations
<b>Element 2</b>	Gather relevant information from IFSP, IEP, ITP, and 504 plans for differentiated instruction
<b>Element 3</b>	Develop and administer linguistically and culturally appropriate assessments
<b>Element 4</b>	Evaluate instructional practices, and record, monitor, and share evidence of progress
<b>Element 5</b>	Assess and design measurable and appropriate language goals based on assessments
<b>Element 6</b>	Evaluate and design, with the interdisciplinary team, a high school transition plan
<b>TPE 6: Developing as a Professional Educator</b>	
DHH Candidates will:	
<b>Element 1</b>	Demonstrate knowledge of the history of deaf education
<b>Element 2</b>	Demonstrate the ability to present unbiased information to families on the range of educational opportunities available for deaf children

## MSMU Graduate Learning Goals

**Graduate Learning Goal #1: A Mount Saint Mary's, Los Angeles graduate candidate will demonstrate competence in techniques, concepts, and knowledge specific to each area of study.**

*Student Learning Outcome #1: Education Specialists masters candidates will demonstrate knowledge of techniques and concepts specific to their areas of study.*

1. Students will demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in the area of Elementary Curriculum. Engage in reflective activities, critically analyze one's own practice, and apply higher-order thinking skills to a wide variety of investigative pursuits. (TPE 3, TPE 4, TPE 5)
2. Students will develop an understanding of historical perspectives of K-12 curriculum and how they relate to the teaching of children who are deaf or hard of hearing from diverse backgrounds. (TPE 1, TPE 2, TPE 4, TPE 6)
3. Students will explore various theories on human learning and how they relate to school curricula, learning environments, motivation, and students with hearing loss. (TPE 1, TPE 2, TPE 3, TPE 4)
4. Students will become versed in various technologies and their use with children in general education programs and with children with hearing loss, including specific technologies developed to assist this population. (TPE 1, TPE 2, TPE 3, TPE 4)
5. Students will demonstrate the ability to access/evaluate children's content knowledge in relationship to state standards of achievement in general education classes and special day classes using a variety of assessment techniques including the use of diagnostic assessments used to assess students with hearing loss. (TPE 3, TPE 4, TPE 5)
6. Student Candidates will be able to apply knowledge of various teaching approaches and instructional models in educational settings for students with hearing loss, including cooperative learning, direct instruction, discussions, problem based learning/inquiry methods, peer tutoring, etc. (TPE 1, TPE 2, TPE 3, TPE 4)
7. Student Candidates will plan and execute learning activities that address the special communication and language needs of students with hearing loss in a variety of educational methods utilizing thematic units in content areas, when possible. (TPE 1, TPE 2, TPE 3, TPE 4)
8. Student Candidates will demonstrate the ability to address literacy in all aspects of the curriculum, including assessment, in guiding practica with students who are deaf or hard of hearing. (TPE 1 TPE 3, TPE 4, TPE 5)
9. Student Candidates will focus on issues related to learners from culturally diverse backgrounds within all assessments, planning, and teaching. (TPE 1, TPE 4, TPE 5, TPE 6)
10. Student Candidates will focus on issues related to learners with additional disabilities within all assessments, planning, and teaching. (TPE 2, TPE 3, TPE 4, TPE 5)
11. Student Candidates will demonstrate an understanding of social-emotional needs of learners, planning strategies and working in collaborative interactions with others to support learners as they become successful members of their school community. (TPE 1, TPE 2, TPE 4, TPE 6)
12. Student Candidates will plan and implement ethical teaching strategies in collaboration and ongoing communication with other members of the school community. (TPE 1, TPE 2, TPE 4, TPE 6)

**Graduate Learning Goal #2: A Mount Saint Mary's, Los Angeles graduate candidate will demonstrate the ability to access, analyze, synthesize and evaluate information effectively.**

*Student Learning Outcome #2: Education Specialists masters candidates will demonstrate the ability to access, analyze, synthesize and evaluate educational research and professional education literature.*

1. Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practiced by experiencing various dimensions of the community through active service engagements. (TPE 1, TPE 2, TPE 6)
2. Students will be able to apply knowledge of various teaching approaches and instructional models in educational settings for children with hearing loss, including cooperative learning, direct instruction, discussions, and problem based learning/inquiry methods, peer tutoring, etc. (TPE 1, TPE 2, TPE 4)
3. Students will plan and execute learning activities that address the special communication and language needs of children with hearing loss in a variety of educational methods utilizing thematic units in content areas, when possible. (TPE 1, TPE 2, TPE 3, TPE 4)
4. Students will demonstrate the ability to address literacy in all aspects of the curriculum, including assessment, in guiding practica with children who are deaf or hard of hearing. (TPE 1 TPE 3, TPE 4, TPE 5)

**Graduate Learning Goal #3: Mount Saint Mary's, Los Angeles graduate candidate will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.**

*Student Learning Outcome #3: Education Specialists masters candidates will design and implement sound teacher inquiry activities that demonstrate competent research skills and methods that give evidence of gathering, documenting, investigating, analyzing, interpreting and evaluating information.*

1. Students will focus on issues related to learners from culturally diverse backgrounds within all assessments, planning, and teaching. (TPE 1, TPE 4, TPE 5, TPE 6)
2. Students will demonstrate an understanding of social-emotional needs of learners, planning strategies and working in collaborative interactions with others to support learners as they become successful members of their school community. (TPE 1, TPE 2, TPE 4, TPE 6)
3. Students will plan and implement ethical teaching strategies in collaboration and ongoing communication with other members of the school community. (TPE 1, TPE 2, TPE 4, TPE 6)

**Graduate Learning Goal #4: A Mount Saint Mary's, Los Angeles graduate candidate will disseminate and communicate information effectively in verbal and written form.**

*Student Learning Outcome #4: Education Specialists masters candidates will produce scholarly writing and professional presentations in education.*

1. Students will plan a thematic unit suitable for learners in elementary school who are deaf and hard of hearing. The thematic unit will include lesson plans designed to integrate all domains of learning with the Listening and Spoken Language principles and strategies in the Auditory-Verbal classroom and coordinate with the California State Standards for K-12, in all academic content areas, art, music, technology, and

any other supportive fields that are appropriate to the choice of focus. (TPE 3, TPE 4, TPE 5)

2. Students will use at least three assessment tools to evaluate a DHH student to determine that student's strengths and challenges in their language development. (TPE 1, TPE 3, TPE 4, TPE 5)
3. Students, writing with the voice of a 'case manager', will address the academic outcomes of students both in a SDC and those on a case load of a DHH itinerant who works with full time included students. In some instances, this case manager may be the only Teacher of the Deaf on a campus, and thus deemed the 'expert' in Deaf Education. With this in mind the students will put together an in-service for the general education teachers who are working with the DHH students in the caseload. (TPE 1, TPE 2, TPE 5, TPE 6)

**Graduate Learning Goal #5: A Mount Saint Mary's, Los Angeles graduate candidate will understand individual differences and demonstrate the skills to address the moral and ethical challenges within the profession or field.**

*Student Learning Outcome #5: Education Specialists masters candidates will recognize student differences and make appropriate decisions in order to provide equitable access to learning experiences in education. Education Specialists masters candidates will demonstrate skills in addressing ethics within teacher inquiry.*

1. Student Candidates will plan and execute learning activities that address the special communication and language needs of students with hearing loss in a variety of educational methods utilizing thematic units in content areas, when possible. (TPE 1, TPE 2, TPE 3, TPE 4)
2. Students will demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in the area of Elementary Curriculum. Engage in reflective activities, critically analyze one's own practice, and apply higher-order thinking skills to a wide variety of investigative pursuits. (TPE 3, TPE 4, TPE 5)
3. Student Candidates will focus on issues related to learners from culturally diverse backgrounds within all assessments, planning, and teaching. (TPE 1, TPE 4, TPE 5, TPE 6)

## Course Structure

This course will consist of the following components:

1. **PowerPoint Presentations:** These presentations will include outlines 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.

## 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.

### 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.

Class Schedule		
Date	Content	Presenter
Class 1 Wed. 1/8/20	Intro to Curriculum The IEP Process	Ishida
Class 2 Wed. 1/15/20	Curriculum – Theory and Practice <ul style="list-style-type: none"> <li>• Teacher Decision Model</li> <li>• Tri-Dimensional Curriculum</li> <li>• Routines and Procedures</li> </ul> Lesson Planning	Ishida
Class 3 Wed. 1/22/20	Curriculum – Theory and Practice <ul style="list-style-type: none"> <li>• Behavior – Positive/Negative Reinforcement &amp; Punishment</li> <li>• Reinforcement Theory</li> <li>• Strategy for Changing Behavior</li> </ul>	Ishida
Class 4 Wed. 1/29/20	Common Core Standards <ul style="list-style-type: none"> <li>• Assignment 1: Comparison reflection on selected CCS</li> </ul>	Ishida
Class 5 Wed. 2/5/20	Literacy / Reading <ul style="list-style-type: none"> <li>• Assignment 2: Lesson plan for selected reading skill</li> </ul> Writing <ul style="list-style-type: none"> <li>• Assignment 3: Lesson plan for selected writing skill</li> </ul>	Ishida
Class 6 Wed. 2/12/20	Math <ul style="list-style-type: none"> <li>• Assignment 4: Lesson plan for selected math skill</li> </ul> Social Studies / Science Mid-Term Assigned – Create an in-service for faculty/staff	Ishida
Class 7 Wed. 2/19/20	English Language Learners Deafness & Cognition Review Assignments 2-4 – Reading, Writing, Math Assignment 5: Lesson plan for selected SS or Sci skill	Ishida
Class 8 Wed. 2/26/20	Mid-Term In-service Presentations Use of Technology <ul style="list-style-type: none"> <li>• Applications for language/learning w/ DHH students in classroom and therapy settings</li> </ul>	Ishida Elaine Wrenn (Guest Speaker)
Class 9 Thurs. 3/4/20	Assessments Final Assigned – Thematic Unit Lesson Plans Individual meetings to debrief mid-term	Ishida
Class 10 Wed. 3/11/20	Goal / Objective Writing Real World – Mainstreaming/Itinerant	Ishida
Class 11 Wed. 3/18/20	Complete Final Project	Ishida



## **Assignments and Grading**

### **Curriculum Articles – Due: March 11, 2020**

Graduate students will be provided with various articles/readings encompassing point of views by professionals in the field, data sheets, practical application materials, and additional information to support concepts taught. Each graduate student is responsible for reading the materials to add to their overall ability to discuss topics in class and apply concepts in 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 February 12, 2020**

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 case 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 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 March 18, 2020**

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**

<b>Assignments</b>	<b>Points</b>	<b>Due</b>
Curriculum Articles	100	March 11
Instruction Design (4 lesson plans @ 25 pts each)	100	TBD
Midterm (PowerPoint In-service)	300	Feb 12
Final (Thematic Unit)	500	March 18
<b>Total Points for Class</b>	<b>1,000</b>	

**GRADING - 1,000 Points Total**

<b>Grade</b>	<b>Percentage</b>	<b>Total Points</b>
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

**Note:**

**A grade of B or above must be achieved for coursework to count towards a credential or master's degree, and for the student to enroll in EDU 239B DHH: Practicum with Learners 5-22.**

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

A teacher of the deaf may be considered a 'case manager' in charge of the academic outcomes of students both in SDC and those who may be mainstreamed 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. With this in mind the student candidate will put together an in-service for the general education teachers who are working with the DHH students in a typical caseload.

CCTC/DHH Standard 1: Characteristics of Learners

CCTC/DHH Standard 2: Development of Professional Perspectives

CCTC/DHH Standard 3: Candidate Communication Skills

CCTC/DHH Standard 4: Language and Cognitive Development Strategies

CCTC/DHH Standard 5: Specialized Assessment

CCTC/DHH Standard 6: Instructional Techniques

CCTC/DHH Standard 8: Hearing Loss and Additional Disabilities

CCTC/DHH Standard 9: Managing Student Behavior and Social Interaction Skills

CCTC/DHH Standard 10: Transitions and Transitional Planning

CCTC/DHH Standard 11: Collaborative Partnerships

- 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
  - 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.

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

<p style="text-align: center;"><b>Exemplary Exceeds Standards 4 (100-93)</b></p>	<p style="text-align: center;"><b>Proficient Meets Standards 3 (92-83)</b></p>	<p style="text-align: center;"><b>Approaching Standards 2 (82-73)</b></p>	<p style="text-align: center;"><b>Below Standards 1 (72 and below)</b></p>
<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. 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. 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. 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. 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 Wednesday, March 18, 2020. 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;"><b>Exemplary Exceeds Standards 4 (100-93)</b></p>	<p style="text-align: center;"><b>Proficient Meets Standards 3 (92-83)</b></p>	<p style="text-align: center;"><b>Approaching Standards 2 (82-73)</b></p>	<p style="text-align: center;"><b>Below Standards 1 (72 and below)</b></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 University 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 University 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 University and Education Department Policies

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

**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.

**Internet Courseware Platform:** It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. 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:** Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to [msmu.edu/disabilitygrievanceprocedures](http://msmu.edu/disabilitygrievanceprocedures).



*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.*

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

**Absences:** Regular attendance is especially important in the JTC/MSMU DHH Graduate Program. **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.