# CSDS 273 Topics and Trends in Curriculum and Instruction

Fall 202X

## Instructor Information

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## Course Information

- Course Modality: Online
- Course ID: 273-01-72135
- Units: 3
- Class Meeting Location & Time: Asynchronous
- Canvas: fresnostate.instructure.com
- Prerequisites: CSDS 271 and CSDS 272
- Course Description:

  This course is designed to provide an in-depth exploration of current best practices, current trends and topics in the field of Deaf Education. Emphasis will be placed on application of those topics in practical ways to meet the needs of diverse deaf and hard of hearing students (without or with visual impairment and/or additional disabilities) across a variety of educational settings and work with collaborative members of teams who provide support to deaf and hard of hearing students and their families. Strategies for making integrated cross-curricular content accessible through universal design will be included. This course will also include considerations necessary for creating educational environments which foster optimal learning by exploring the language, cognitive, social-emotional, mental health, and mindset of DHH students.

- Since this is a 3 unit class, you should expect to study an average of 3 hours outside of class each week.

## Required Course Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

ISBN-13: 978-1433832161
ISBN-10: 143383216X

Required readings:
Peer-reviewed articles posted in CANVAS

Weekly peer-reviewed articles selected by students, shared via CANVAS

You must have access to campus email and Fresno State's Canvas and are expected to check daily for important information and updates.
Course materials will be accessed through Canvas and be fully online.
Computer access is critical for reviewing material and uploading assignments.
Computer/Tablet/Laptop
Canvas Learning Management System
PowerPoint or Google Slide (accessible online)
Internet access
Webcam
***Your own personal access – not through friends or other people's computers.
Fresno State can provide you with a loaner laptop/tablet and hotspot.

## Course Specifics

**Course goals:** The course will introduce various current topics and trends pertinent to deaf education across a variety of service delivery models in a variety of educational settings, including early education, general education classrooms, special day class, residential schools, and adult transition programs. Academic standards across the curriculum will be explored for cross-curricular connections. Factors impacting social-emotional learning will also be analyzed.

**Student Learning Outcomes:**
*CSDS 273 candidates:*

- begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively.
  *(TPEs 6.1-6.8.)*
- learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning.
  *(TPEs 1.1, 1.2, 1.6, 1.8, 2.1 –2,6, 3.2, 3.6, 4.1, 4.2, 4.4 – 4.8, 6.1 – 6.8)*
- learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population.
  *(TPEs 1.1, 1.3, 1.6, 2.1 – 2.6, 4.1-4.8, 5.8, 6.3, 6.5, 6.6, 6.8)*
- learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.
  *(TPEs 2.1 – 2.6 4.1-4.8, 6.2, 6.5)*

- develop strategies that encourage ongoing communication with deaf students and their families, student engagement, and interdisciplinary learning activities that incorporate the

arts, are relevant, meaningful, and that address deaf students' individual backgrounds, needs, and interests.
*(TPEs 1.1 – 1.8, 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 6.1 – 6.8)*

- read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures.
*(TPEs 1.1 – 1.7, 3.1 – 3.8, 4.1 – 4.8, 5.1 – 5.3, 5.5 – 5.6, 6.1 – 6.8)*
- learn ways to collaborate with multidisciplinary educational team members, including families/caregivers to create learning environments which meet the developmentally appropriate linguistic, cultural, cognitive, social, emotional, and physical needs of diverse deaf and hard of hearing.
*(TPEs 1.1 – 1.8 2.1 – 2.9, 3.3 – 3.8, 4.1 – 4.8, 5.1 – 5.6, 6.1 – 6.8)*

## Course content:

**Module 1**

Intro to the Curriculum and Instruction for Deaf and Hard of Hearing Learners
English Language Learners / English as a Second Language / Language Disorders
Curriculum: Theory and Practice
Backward Mapping Curriculum

**Module 2**

Literacy Across the Curriculum
ASL Literacy
Math Literacy
Mental Health Literacy
Science Literacy

**Module 3**

ELA and ELD Standards and Accommodations/Modifications
Common Core Standards
Deaf and Hard of Hearing Plus
Impact of Poverty/Homelessness/Trauma
Social Emotional Learning (SEL)

**Module 4**

Early Childhood Education: Birth to age 3 Curriculum
National Association for the Education of Young Children (NAEYC)
Head Start Early Learning Outcomes Framework: Ages Birth to Five
Early Literacy
California Preschool Learning Foundations

**Module 5**

An Overview of IEP Components and Section 504 Plan
Section 504 (Assistive Technology, Augmentative/Alternative Communicative Devices)
Transition Plans and Student Self-Advocacy

Mainstreaming/Itinerant: Co-Teaching Strategies

In this course, the following Teaching Performance Expectations (TPEs) are variously introduced, practiced, and assessed (as shown below):

| **TPE 1: Engaging and Supporting All Students in Learning** |
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| 1.1 Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning. |
| ***Introduced****:* All learning in this course is geared toward creating learning environments to meet the unique needs of learners. ***Practiced:*** Instruction design, lesson plan implementation. |
| 1.2 Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) 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 the development of the student in the 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; and ***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. |
| 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 a short interview with Dr. Ladson- Billings in groups find an article on CRP and share the findings in class; and ***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; and ***Assessed:*** Final exam project. |
| 1.8 Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school. |
| ***Introduced:*** Effective transition plans are developed to meet the unique needs of learners; ***Practiced:*** Instruction design, lesson plan implementation; and ***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; and ***Assessed:*** Create lesson plan using UDL and accommodations/ modifications appropriate for a case-study DHH 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 ASL and/or English competency. |

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| ***Introduced:*** Environments that maximize development language is studied within the context of strategies and other supports for oral language development; and ***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 language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships. |
| ***Introduced:*** Strategies that support vocabulary development and comprehension. ***Practiced:*** Instruction design, lesson plan implementation; and ***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 focus on the causes of and responses to harassment and intolerance. ***Practiced:*** Watch a YouTube video, "What is intersectionality?;" by Dr. Moges-Riedel and ***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; and ***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 as an additional disability – determine who the related service providers should be; and ***Assessed:*** *given scenarios determine the service providers who should assess student to determine eligibility.* |
| 2.8 Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity. |
| ***Introduced:*** Course explores the use of varied personnel to enhance and support the learning environment of students. |
| 2.9 Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student. |
| ***Introduced:*** Course explores the use of varied personnel to enhance and support the learning environment of students. |
| **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; and ***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; and ***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; and ***Practiced:*** Identifying assessments and their application toward goals/objectives. |
| 3.4 Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge. |
| ***Introduced:*** Informal and formal language assessments; and ***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; and ***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. |

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| ***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; and ***Assessed:*** Final exam project. |
| 3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge. |
| ***Introduced:*** Multimedia tools are introduced to support conceptual visual aids; ***Practiced:*** Instruction design, lesson plan implementation; and ***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. |
| ***Practiced:*** Candidates explore multimedia resources for culturally relevant materials to support positive self-identity; and ***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; ***Practiced:*** Instruction design, lesson plan implementation; and ***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; ***Practiced:*** Instruction design, lesson plan implementation; and ***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. ***Practiced:*** Review a variety of assessments and language samples; and ***Assessed:*** Select language targets based on assessment results. |
| 4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22. |
| ***Introduced:*** Student self-esteem and self-advocacy are a thread throughout the course; ***Practiced:*** Instruction design, lesson plan practice; and ***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; ***Practiced:*** Instruction design, lesson plan implementation; and ***Assessed:*** Final exam project. |
| 4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions. |
| ***Introduced:*** Students are introduced to the importance of collaboration and team building to support DHH learners' transition skills. |
| **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. |
| ***Introduced:*** State and federal guidelines for assessing students for placement and services; ***Practiced:*** Scholars explore the elements of IEP's and IEP meetings; and ***Assessed:*** (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; and ***Practiced:*** Students explore various language assessments. |
| 5.4 Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders. |

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| ***Practiced:*** Review the present levels of a *case study DHH* 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. |
| ***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; and ***Assessed:*** Candidates create goals and benchmarks for the case-study student – present in class to mock stakeholders |
| 5.6 Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence. |
| ***Practiced:*** Review the present levels of a *case study DHH* student's IEP – candidates will determine the student's proposed transition plan to enhance self-advocacy, access and independence. |
| **TPE 6: Developing as a Professional Educator** |
| 6.1 Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today. |
| ***Practiced:*** Explore the history of trends, philosophies, and legal issues in deaf education and apply to the current issues |
| 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 assistive technology for the 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 student. |
| ***Introduced:*** The application of UDL to support the learning of all students; ***Practiced:*** Instruction design, lesson plan implementation; and ***Assessed:*** Final exam project. |
| 6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. |
| ***Introduced:*** The difference between L2 and other language disorders and LD are discussed. |
| 6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction. |
| ***Practiced:*** Instruction design, lesson plan implementation |
| 6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education. |
| ***Practiced & Assessed:*** Mid-term project |

TPEs (Introduced/practiced/assessed) from Mt. Saint Mary's University Graduate Division – Adapted by Dr. Janice Smith-Warshaw

**Course Requirements/Assignments**: Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing. Candidates submit evidence of work from activities, modules for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs).

**Instructions for significant assignments:**

**Zoom**: This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the **Zoom at**

**Fresno State Start Guide**.
Access your Zoom account using this link: **fresnostate.zoom.us**

Candidates complete assignments asynchronously (pre-recorded) but within a time frame to allow effective collaboration with peers. Work in collaborative groups is guided by group developed norms and requires effective communication and time management.

**Canvas postings**: Students can find this by clicking on Assignments to upload papers and links. Some assignments will need to be submitted to Safe Assign, which allows the instructor to identify content that is plagiarized. Students need to be sure that APA format and citations are used correctly.
**It is not recommended to access and take tests/quizzes through the Canvas app or on a mobile device.**

**Attendance**: You are expected to show up in the synchronous Zoom class meetings following the dates and times your faculty set up the schedule this semester.

**GRADING CRITERIA:**

| Grading scale | Grade | Points |
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| 90% - 100% | A | 900 – 1,000 |
| 80% - 89% | B | 800 – 899 |
| 70% - 79% | C | 700 – 799 |
| 60% - 69% | D | 600 – 699 |
| Below 60% | F | Below 599 |

**ASSIGNMENTS AND FINAL PROJECT SCHEDULE**

| Due Date | Assignment | Points |
|---|---|---|
| See dates | Create a 5-minute ASL video summary of the significant content of each module (4 x 25 points each) | 100 |
| | IEP Goals and Objectives for each module (5 x 20 points each) | 100 |
| | Midterm Project: Issues/Trend Analysis PowerPoint Presentation (Pre-recorded video) | 200 |
| | Final Project - Thematic Unit with identified SEL support/resources (500 points) and class presentation (100 points) | 600 |
| **Total Points** | | **1,000** |

**SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:**

**A. Create a 5-minute ASL video summary of the significant content of each module (4 x 25 points each module = 100 total points possible)**

You explain what you have learned in each module and show how you implement each module for Deaf, HH, and/or Deafblind students. In addition, you can share how you apply concepts to developing lesson plans/curricula with other constituents (parents/guardians, service providers, and Deaf community agencies) for DHH or Deafblind students.

**B. Write IEP Goals and Objectives and Areas of Strengths and Appropriate Accommodations and Modifications (5 x 20 points each module = 100 total points possible)**

You will write the IEP goal, three short-term objectives, accommodations, and modifications for a Deaf or Hard of Hearing student in each module. You can contact your DHH Teacher (or Mentor Teacher) to get a copy of the DHH student's assignment from your observations in CSDS 260 course. Please use a Disney or Superhero character name instead of a DHH student's actual name. It will allow you to write one IEP goal for one subject.

**C. Midterm Project: Issue/Trend Analysis ~ Mental Health, P.E., Science, Adult student, Literacy, and/or Critical Race Theory (CRT) [200 possible points]**
In an issue/trend analysis, you are asked to explain the debate surrounding a contested issue. Because issues involve multiple perspectives, students must locate a wide range of sources to present each view fairly and thoughtfully. The ultimate goal of an issue/trend analysis is to introduce the debate to an uninformed audience without favoring one argument. You will give a 10-minute pre-recorded video presentation as if you provide informative training for classroom teachers and professionals. In delivering the presentation, you will need to use electronic presentation technology.

Rubric for Midterm Project

| | **Exemplary Exceeds Standards** 20 points each criterion | **Meets Standards** 15 points each criterion | **Below Standards** 10 points each criterion | **Not Satisfactory** 5 points each criterion |
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| 10-minute pre-recorded video presentation | The teacher candidate creates an in-service video to present to the parents and school administrators which demonstrates "expert" knowledge of the role of a teacher of the deaf. Included is a social justice issue/trend with multiple perspectives that could impact a child | The teacher candidate creates an in-service video to present to the parents and school administrators which demonstrates "proficient" knowledge of the role of a teacher of the deaf. Included is a social justice issue/trend with multiple perspectives that could impact a | The teacher candidate creates an in-service video to present to the parents and school administrators which demonstrates "incomplete" knowledge of the role of a teacher of the deaf. Included is a social justice issue/trend with multiple perspectives that could impact a child | The teacher candidate creates an in-service video to present to the parents and school administrators, which demonstrates a lack of knowledge of the role of a teacher of the deaf. Included is a social justice issue/trend with multiple perspectives that could impact a child |

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| | who is deaf or hard of hearing. | child who is deaf or hard of hearing. | who is deaf or hard of hearing. | who is deaf or hard of hearing. |
| Identify Issue/Trend | The teacher candidate identifies and provides a well-supported rationale for the selected issue/trend. | The teacher candidate identifies and provides an appropriate rationale for the selected issue/trend. | The teacher candidate identifies and provides a loosely connected rationale for the selected issue/trend. | The teacher candidate does not provide an appropriate rationale for the selected issue/trend. |
| Wide range resources | The teacher candidate provides a wide range of resources, including social justice themes and resources specific to the issue/trend. | The teacher candidate provides appropriate resources, including social justice themes and appropriate resources specific to the issue/trend. | The teacher candidate provides loosely connected resources for social justice themes and limited resources specific to the issue/trend. | The teacher candidate provides no resources for social justice themes and no resources specific to the issue/trend. |
| Peer Engagement with a selected topic | The teacher candidate demonstrates a high level of critical thinking skills to engage peers. | The teacher candidate demonstrates appropriate critical thinking skills to engage peers. | The teacher candidate demonstrates limited critical thinking skills to engage peers. | The teacher candidate does not engage peers. |
| Cohesion and Organization | The teacher candidate's midterm project and presentation are cohesive, clearly presented, and well organized. | The teacher candidate's midterm project and presentation are nearly cohesive, appropriately presented, and organized. | The teacher candidate's midterm project and presentation are vaguely cohesive and disorganized. | The teacher candidate's midterm project and presentation do not follow an issue/trend. |
| Technology/ Visual aids | The PowerPoint slideshows, including technology and appropriate visual aids for the in-service, demonstrate professional quality with no errors. | The PowerPoint slideshows, including technology and appropriate visual aids for the in-service, demonstrate professional quality with few errors. | The PowerPoint slideshows, including technology and appropriate visual aids for the in-service, demonstrate acceptable quality with few errors. | The quality of the PowerPoint slideshows, including technology and visual aids for in-service, is unacceptable, with many errors. |
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| ASL Structure | The teacher candidate uses ASL structure clearly and concisely all the time. | The teacher candidate uses some English word-mouthing, likely resulting in Pidgin Sign English (PSE). | The teacher candidate uses excessive English word mouthing, which likely resulted in Pidgin Sign English (PSE) or Simultaneously Communication (Sim-Com). | The teacher candidate signs in English word orders, not ASL grammatical structure. |

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| ASL Sign Production | A maximum of two errors in any of the following areas: movement, palm orientation, location, and hand shape of each of the signs produced are accurate. Facial expressions, including eyebrows, were utilized clearly. | A maximum of five errors in the following areas: movement, palm orientation, location, and handshape of each of the signs produced are accurate. Facial expressions, including eyebrows, were utilized somewhat clearly but made some errors. | A maximum of ten errors in the following areas: movement, palm orientation, location, and handshape of each of the signs produced are accurate. No facial expressions, including eyebrows, were utilized. | Beyond ten errors in any of the following areas: movement, palm orientation, location, and handshape, each of the signs produced is accurate. No facial expressions, including eyebrows were utilized. |
| Use of space | All the referents agree and the presentation has been created utilizing proper handshapes and the signing space to create the presentation.<br>Eye gaze agrees with all referents. | Many of the referents agree and the presentation has been created utilizing limited handshapes and the signing space to create the presentation.<br>Eye gaze agrees with some referents. | The presentation has been created utilizing limited handshapes and using the signing space incorrectly to express clearly. Eye gaze is somewhat in agreement with referents. | The presentation has been created utilizing no handshapes and using the signing space incorrectly to express clearly. Eye gaze is not aligned with referents. |
| Fingerspelling/ Lexicalized signs | The teacher candidate uses fingerspelling and lexicalized signs clear and concisely. | The teacher candidate fingerspells clear but slow and uses some lexicalized signs. | The teacher candidate fingerspells too slow and uses one or two lexicalized signs. | The teacher candidate fingerspells sloppy and uses no lexicalized signs; difficult to understand. |
| Final Points | 200 possible points | 150 possible points | 100 possible points | 50 possible points |

(180 – 200 points = A) (150 – 179 points = B) (100 – 149 points = C) (50 – 99 points = D)
(Below 50 points = F)

**D. Final Project - Thematic Unit (600 points total)**

You need to provide a DHH student profile. Student profile will include background information (i.e., language deprivation), grade level, and identification of strengths and areas of needed improvement. The specific educational setting will be indicated (i.e.: Residential School, Traditional campus SDC or Gen Ed, Special Day School, etc.). Be sure to include a DHH student (use a different name) with additional disabilities such as Autistic, Deafblind, Intellectual Disability, and/or mental health with medical needs. You need to incorporate TPEs, literacy development skills, and translanguaging. Based on the student profile, including the student's typical and atypical language development (signed, spoken, and written), you will do the following:

A) IDENTIFY A THEME, appropriate for the specified grade level (Grades K – 6)

B) DESCRIBE YOUR CLASSROOM
• How will your room be set up (consider Universal Design Learning)?
• What kinds of spaces will you have to allow students to de-escalate, work on social-emotional health, and mindset?
• What kinds of routines and structures will you have in place to promote social-emotional development and allow students to communicate and interact with their peers?

C) CORE CONTENT INSTRUCTION (6 lesson plans based on a thematic unit)
• ELA lesson plan with ELA Standards and ELD Framework
• Math lesson plan with Math Standards and ELD Standards
• Health lesson plan
• Science lesson plan
• Social Studies lesson plan
• PE, Art, or Technology lesson plan (Pick one)
• Five Resources/Activities to support social-emotional development (including mindset)

D) DESCRIPTION OF SCHOOL-HOME CONNECTION
• Describe and/or include resources you might suggest or provide to the families of your students to promote social and emotional health, physical health, development of literacy skills through translanguaging, and improved technology usage. Note: This section can be general, or specifically tied to the overall theme of our thematic unit.

E) CLASS PRESENTATION

Rubric for Final Project

| | **Exemplary Exceeds Standards** 60 points each criterion | **Meets Standards** 50 points each criterion | **Below Standards** 40 points each criterion | **Not Satisfactory** 30 points each criterion |
|---|---|---|---|---|
| Student Profile/ Identify Theme | The teacher candidate provides a thorough student profile and identifies themes clearly and concisely. | The teacher candidate provides an appropriate student profile and clearly identifies the themes. | The teacher candidate provides a limited student profile and vaguely identifies a theme. | The teacher candidate provides a limited student profile and no theme. |

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| Classroom set-up/ UDL Strategies | The teacher candidate has set up the classroom to allow movement without disrupting others. No clutter or crowding. Uses Universal Design Learning strategies to support students' learning effectively in class. | The teacher candidate has set up the classroom to allow appropriate movement without disrupting others. Limited clutter or crowding. Uses appropriate Universal Design Learning strategies to support students' learning effectively in class. | The teacher candidate has set up the classroom with limited movement and disrupting others easily. Uses some Universal Design Learning strategies to support students' learning in class. | The teacher candidate has set up the classroom with a poor layout and can disrupt others easily. Does not use Universal Design Learning strategies to support students' learning in class. |
| SEL Spaces | The teacher candidate has regular scheduled discussions with families about how each school program or activity links to student's SEL spaces. | The teacher candidate explains to families what their child is learning to support SEL spaces quarterly. | The teacher candidate sends the student's work home to show how the activity links to the student's SEL spaces at the end of the school year. | The teacher candidate does not have any discussions with families to support student's SEL spaces. |
| Routines/Student Interactions | The teacher candidate sets up the classroom routines clearly and promotes student interactions to improve students' critical thinking skills. | The teacher candidate sets up the classroom routines and student interactions appropriately to support students' critical thinking skills. | The teacher candidate sets up the classroom routines vaguely and has limited student interactions to promote students' critical thinking skills. | The teacher candidate does not set up the classroom routines and student interactions for promoting students' critical thinking skills. |
| Core Content Instruction/ Thematic Unit/Literacy Development Skills | The teacher candidate clearly aligns core content instruction with accurate thematic unit to support literacy development skills. Instruction clearly aligns with Dyslexia Guidelines. | The teacher candidate appropriately aligns core content instruction with appropriate thematic unit to support literacy development skills.. Instruction aligns with Dyslexia Guidelines. | The teacher candidate inappropriately aligns core content instruction with thematic unit to support literacy development skills. Instruction begins to align with Dyslexia Guidelines. | The teacher candidate does not align core content instruction with thematic unit to support literacy development skills. Instruction does not align with Dyslexia Guidelines. |
| Core Content Instruction/ Objectives | The teacher candidate clearly aligns core content instruction with accurate objectives. | The teacher candidate appropriately aligns core content instruction with appropriate objectives. | The teacher candidate inappropriately aligns core content instruction with objectives. | The teacher candidate does not align core content instruction with objectives. |

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|---|---|---|---|---|
| Core Content Instruction/ CDE Standards | The teacher candidate clearly aligns core content instruction with accurate grade-level CDE standards. | The teacher candidate appropriately aligns core content instruction with appropriate grade-level CDE standards. | The teacher candidate inappropriately aligns core content instruction with CDE standards. | The teacher candidate does not align core content instruction with CDE standards. |
| Home-school connection includes instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. | The teacher candidate communicates with families in numerous interactive ways, both formally and informally. Provides thoroughly instruction that promotes translanguaging. | The teacher candidate contacts with families through multiple two-way communication tools, including personal calls, emails and notes. Provides appropriate instruction that promotes translanguaging. | The teacher candidate communicates with families through writings like journal notes or sends handouts/newsletter. Provides a limited opportunity for instruction that promotes translanguaging. | The teacher candidate does not communicate with families directly and sends monthly newsletters home only. Does not provide instruction that promotes translanguaging. |
| Cohesion and Organization | The teacher candidate's final project is cohesive and well organized. | The teacher candidate's final project is nearly cohesive and organized. | The teacher candidate's final project is vaguely cohesive and disorganized. | The teacher candidate's final project is lack of cohesive and very difficult to understand. |
| Presentation | The teacher candidate presents and uses innovative visual aids to demonstrate professional quality with no errors. | The teacher candidate presents and uses appropriate visual aids to demonstrate professional quality with few errors. | The teacher candidate presents and uses acceptable visual aids to demonstrate acceptable quality with few errors. | The teacher candidate presents and uses poor visual aids to demonstrate unacceptable quality with many errors. |
| Final Points | 600 possible points | 500 possible points | 400 possible points | 300 possible points |

(540 – 600 points = A) (480 – 539 points = B) (420 – 479 points = C) (360 – 419 points = D) (Below 360 points = F)

*A grade of B or better is required to pass this graduate-level course. You are allowed to have one C in your entire graduate courses.*

## Course Policies & Safety Issues

Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would

violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services, working in conjunction with the student and faculty member.

Please review University Policies to ensure coherence with any classroom policies, particularly the University Policy on student absences (APM 232) and course syllabi and grading (APM 241).

Late work and make-up work policy. Please note that APM 232 requires that students be allowed to make up work missed during absences for up to a single week for serious and compelling reasons that are documented. Therefore, a "no late work" policy is out of compliance with the policy. APM 241 requires that these make-up policies be described in the syllabus.

*The campus recommends that all individuals who access any in-person program or activity (on-or off-campus) operated or controlled by the University follow COVID-19 vaccine recommendations adopted by the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) applicable to their age, medical condition, and other relevant indications and comply with other safety measures established by each campus.*

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL NOT be available for your viewing.
**Dispute Resolution:** If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Dr. Steven Skelton, Department Chair
Communicative Sciences and Deaf Studies Department
Email: sskelton@mail.fresnostate.edu
Office phone number: 559-278-2423

**Intellectual Property**: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

**Student Ratings of Instruction:** In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at Fresno State Student Ratings for Instruction (SRI)

# University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

**The following University policies can be found on the web at:**

- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.
Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | fresnostate.edu/titleix | 559.278.5003
Fresno State Police Department | fresnostate.edu/police | 559.278.8400
Students can access confidential support from two separate resources on campus:
Survivor Advocates | fresnostate.edu/survivoradvocate | 559.278.6796
Counseling Services | studentaffairs.fresnostate.edu/health/counseling | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

## University Services

The following University services can be found on the web at:

- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- Academic Success Coaching
- Survivor Advocacy
- Writing Center

## Tentative Course Schedule – Fall 2023

*The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the instructor.*

| DATE | TOPICS | ASSIGNMENTS |
|---|---|---|
| 8/XX | **Introduction to Curriculum and Instruction for Deaf and Hard of Hearing Learners** | ***Synchronous Zoom Class Meeting*** <br>- Intro to Topics & Trends in Curriculum and Instruction <br>- Read Syllabus / TPEs <br>- Overview of Five Modules <br>- Develop the Interview Questions for Final Class Project <br>- Schedule for Final Class Project Presentations |

| DATE | TOPICS | ASSIGNMENTS |
|---|---|---|
| Week 1 | **Module 1**<br>● English Language Learners (ELL) / English as a Second Language (ESL)<br>● Language Disorders | **READ:** -<br>**Asynchronous -**<br>- 12 ways to Support English Learners in the Mainstream Classroom<br>- What are the Language Disorders?<br>- Culturally Responsive Teaching: What You Should to Know<br>**VIDEO:**<br>- Translanguaging Strategies: The Three Pillars of Bilingual Education<br><br>**Holiday – September 4 (Labor Day)*.*<br>*IEP Goals & Objectives #1 due by 11:59 p.m. on Tuesday, Sept. 5* |
| Week 2 | **Module 1 cont'd**<br>● Curriculum: Theory and Practice | **Asynchronous -**<br>**READ:**<br>- Edutopia: New Teachers: Lesson and Curriculum Planning<br>- Edutopia: Incorporating Social Justice in the Curriculum |
| Week 3 | **Module 1 cont'd**<br>● Curriculum: Theory and Practice<br>● Backward Mapping Curriculum | **READ:** -<br>**Asynchronous -**<br>- Edutopia: 9 Ways to Plan Transformational Lessons: Planning the Best Curriculum Unit Ever<br>- Intro to Backward Mapping Curriculum<br><br>***ASL Video Summary Assignment #1 due by 11:59pm on Sun., Sept. 17*** |
| Week 4 | **Module 2**<br>● Literacy Across the Curriculum<br>● ASL Literacy<br>● Math Literacy | **READ:** -<br>**Asynchronous -**<br>- Six Components of an Effective Literacy Program<br>- Elementary Literacy Across the Curriculum<br>- ASL Literacy: Video by L. Holcomb<br>- 14 Powerful Ways of Integrating Literacy and Math<br><br>*IEP Goals & Objectives #2 due by 11:59 p.m. on Sunday, Sept. 24* |
| Week 5 | **Module 2**<br>● Mental Health Literacy<br>● Science Literacy | ***Synchronous Zoom Class Meeting***<br>**Complete Assigned Readings Posted in Canvas**<br><br>***ASL Video Summary Assignment #2 due by 11:59pm on Sun., Oct. 1*** |

| DATE | TOPICS | ASSIGNMENTS |
|---|---|---|
| Week 6 | **Module 3**<br><br>● ELA/ELD Standards and Accommodations/. Modifications<br><br>● Common Core Standards<br><br>● Deaf and Hard of Hearing Plus | **- Asynchronous -**<br>- An Overview of Module 3 (PPT with a video by the instructor)<br>**Complete Assigned Readings Posted in Canvas**<br>- ELA/ELD Framework for K-12 (Chapter Two) by CDE<br><br>**Assignment:**<br>Develop a 5-day lesson plan to teach academic vocabulary for DHH students<br><br>Article: Dyslexia and Related Disorders from Texas School for the Deaf<br>*IEP Goals & Objectives #3 due by 11:59 p.m. on Sun., Oct. 8* |
| Week 7 | **Module 3 cont'd**<br><br>● Impact of Poverty/ Homelessness/Trauma<br><br>● Social Emotional Learning (SEL) | **- Mid-Term Project - Asynchronous -**<br>- Watch a YouTube video, "What is Intersectionality?"<br><br>Issue/Trend Analysis (10-minute pre-recorded video presentation):<br>Mental Health, Poverty/Homelessness/Trauma, SEL, and/or Intersectionality due by 11:59 p.m. on Sun., Oct. 15 |
| Week 8 | **Module 4**<br><br>● Early Childhood Education: Birth to age 3 Curriculum<br><br>● National Association for the Education of Young Children (NAEYC) | **- Asynchronous -**<br>- An Overview of Module 4 (PPT with a video by instructor)<br>**Complete Assigned Readings Posted in Canvas**<br><br>*IEP Goals & Objectives (for Age 3) #4 due by 11:59 p.m. on Sun., October 22* |
| Week 9 | **Module 4 cont'd**<br>● Head Start Early Learning Outcomes Framework: Ages Birth to Five<br><br>● Early Literacy<br><br>● California Preschool Learning Foundations | **- Asynchronous -**<br>**Complete Assigned Readings Posted in Canvas**<br><br>***ASL Video Summary Assignment #4 due by 11:59pm on Sunday, Oct. 29*** |

| DATE | TOPICS | ASSIGNMENTS |
|---|---|---|
| Wk 10 & 11 | **Module 5**<br>• An Overview of IEP Components and Section 504 Plan<br>• Section 504 (Assistive Technology, Augmentative, Alternative Communicative Devices) | **- Asynchronous –**<br>**Complete Assigned Readings Posted in Canvas**<br><br>***IEP Goals & Objectives #5 due by 11:59 p.m. on Sun., Nov. 12*** |
| Week 12 | **Module 5 cont'd**<br>• Transition Plans and Student Self-Advocacy<br>• Mainstreaming/Itinerant: Co-Teaching Strategies<br>• Final Project Prep | **- Asynchronous -**<br>**Complete Assigned Readings Posted in Canvas**<br><br>Introduction to Final Project<br>- Read ELA/ELD Framework<br>- Read K-12 Math Standards<br><br>Co-Teaching Strategies:<br>Co-Teaching in STEAM with DHH Learners<br>CSDS 273 Mainstream and Co-Teaching<br><br>***ASL Video Summary Assignment #5 due by 11:59pm on Sunday, Nov. 19*** |
| Week 13 | **Final Project (Work in Progress)** | **- Asynchronous -**<br>Work on Final Project<br><br>(Thanksgiving Holiday Nov. 23 – 24) |
| Week 14 | **Class Presentations** | ***Synchronous Class Meeting***<br>*Final Project Class Presentations* |
| Week 15<br><br><br><br>Week 16 | **Class Presentations**<br><br><br><br>**Final Project submission** | ***Synchronous Class Meeting***<br>*Final Project Class Presentations (cont'd)*<br><br>*Last Day of Instruction: Wednesday, Dec. 6*<br><br>***Final Project Due –*** *Submit in Canvas by 11:59 pm on Wednesday, December 13* |