Foundations of Teaching: Spring 2024

Instructor Information
Instructor Name: Adele Ann Eberwein
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Student Support Hours: By appointment

Course Information
Course Modality: Asynchronous and two synchronous sessions
Course ID: CSDS 272
Units: Three
Canvas: fresnostate.instructure.com
Course description: The course is designed to provide students with an overview of the linguistic, pedagogical, and legal foundations in Deaf Education. Includes the ethical issues that are needed to provide all Deaf and hard of hearing students with an effective bilingual deaf education, advocacy, and cultural awareness. Students will also develop an e-portfolio demonstrating their skills.

Required Course Materials
Required Reading:
Pierangelo, R., & Giuliani, G. (2012). Assessment in special education: A practical
approach (4th ed.). Boston, MA: Allyn & Bacon. ISBN: 978-0-13-261326-2

Supplemental Readings: Peer-reviewed articles are posted in Canvas, and students are responsible for looking up the articles.

This book comes highly recommended, particularly for adhering to APA 7 formatting in your assignments:
American Psychological Association (2019). *Publication manual of the American
Psychological Association* (7th ed.). Washington, D.C.: American Psychological
Association.

Course Specifics
Course goals: Teacher candidates will develop research-based instructional practices for teaching in a residential school, in a self-contained classroom, and/or in a general education classroom with an emphasis on translanguaging and transliterating techniques, funds of knowledge, language assessment, standard English learners, reflective teaching practices, Bloom's taxonomy and Webb's depth of knowledge, unit plan/lesson plan, universal design for learning, response to intervention and multi-tiered systems of support. Teacher candidates will develop a professional e-portfolio and spend a minimum of 30 hours observing classroom(s). Integration of coursework and

fieldwork allows candidates to complete the assignments in preparation for aligning with the Teacher Performance Expectations (TPEs) 1 – 7 for DHH students within the California Standards for the Teaching Profession approved by the California Commission on Teacher Credentialing.

Key Course Goals and Learning Outcomes	TPEs	Assignment where Assessed
Teacher candidates will integrate components of literacy for the learning of bilingual deaf education, advocacy, and cultural awareness. These components include the development of critical reading, signing/speaking and listening/watching, and writing, based on purposeful evaluation of various information sources.	7.6, 7.8, 7.9	E-Portfolio
Teacher candidates will develop an understanding of the Literacy Standards and how these standards align with other curricular influences such as the Common Core State Standards in English Language Arts and English Language Development.	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3	Content-based Lesson Plans
Teacher candidates will learn to engage ALL students in learning and activities based on their unique learning, development, and cultural knowledge. Candidates will be able to define the "who" in ALL students utilizing a culturally responsive and equitable framework.	1.1, 1.3, 1.8, 2.1, 2.2, 2.3, 2.4	Literature Review
Teacher candidates will work with K-8 students to take informed action as agents of change in their local and global communities.	1.3, 6.4, 6.5, 6.6	Elevator Pitch
Teacher candidates will become familiar with bilingual (ASL/English) pedagogies, tools, and resources that will support optimal science learning and experiences in K-8 classrooms.	2.4, 2.5, 3.6. 3.7, 4.4, 4.6, 4.8	Facilitator
Teacher candidates 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.	2.1, 2.2, 6.2, 6.5	Discussion Board

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Course Content:
Module 1: Foundation of First and Second Language Acquisition/Development
- a. First Language and Second Language
- b. Translanguaging and Transliterating Techniques
- c. Funds of Knowledge
- d. Language Assessment
- e. Standard English Learners

Module 2: Teaching Practices and Techniques
- a. Planning Ahead/Reflective Teaching Practices
- b. Dig into Bloom's Taxonomy and Webb's Depth of Knowledge (DOK)
- c. Developmental Cognitive Neuroscience
- d. Inductive and Deductive Instruction/Universal Design for Learning
- e. Unit Plan/Lesson Plan/Assessment/Feedback

Module 3: **Special ED Laws/Deaf Children Development Milestones/Placement & Services**
- a. Multi-tiered Systems of Support (MTSS)
- b. 504, IFSP, IEP
- c. Response to Intervention and Instruction (RTI2)

Course Requirements: Active participation in group discussions are essential for comprehending the course materials. Students should be prepared to critically engage with the readings and contribute using arguments based on theoretical foundations. While the scope of discussions might encompass conversational subjects, these dialogues will primarily revolve around describing and critiquing research studies. Therefore, it is expected that all online interactions remain civil, respectful to all participants, and directly tied to the subject under consideration. Students are encouraged to express their thoughts and concerns openly and professionally.

Assignments:
Discussion Board (20 points): To enhance engagement and facilitate meaningful discussions, the student assigned to the module will provide reflective questions, spanning content covered in lectures and assigned readings. Students are required to contribute to the discussion through active participation with responses that propel the dialogue forward and demonstrate genuine interest and respect for others' viewpoints.

Each response should encompass a general reaction and thought-provoking query or reflection. The total score for each discussion board comprises both your initial post and responses. Each discussion board is worth 20 points toward your final grade, and your overall course grade will be calculated by averaging your scores across all discussion boards. It's crucial to emphasize that any missed opportunities cannot be made up at a later date.

Facilitator (10 Points): You will be assigned to a specific module and tasked with facilitating the discussion board. Please select a peer-reviewed scholarly journal article relevant to the module and focused on deaf children. Ensure that the chosen article has been published within the last five years to maintain relevance. By week two, email your instructor your chosen article and two reflective questions for your assigned discussion board for approval. Post your selected article and reflective questions on Monday, allowing your classmates sufficient time to read and respond. Your responsibility includes guiding discussions centered around the chosen article.

Content-Based Lesson Plans (30 points total): You will prepare two lesson plans in a thematic, grade-level unit plan that showcases academic discourses through viewing, signing, reading and writing. You will record your lesson up to five minutes in length for peers to review, along with a printed lesson plan that they can offer feedback on during the second synchronous class meeting.

Each lesson plan must include a diverse range of academic language skills, spanning from language deprivation to full access to signing within home environments. Each lesson plan needs to include:
- Class Profile, including Language Assessment or Reading Proficiency Level
- Translanguaging and transliterating techniques
- Literacy instruction with the support of MTSS
- Two K-12 ASL Content Standards
- Two California Common State Standards, including ELA/ELD
- Bloom's Taxonomy or Webb's Depth of Knowledge (DOK)

Content-Based Lesson Plans Rubric

	Exemplary Exceeds Standards 6 points each criterion	Meets Standards 5 points each criterion	Below Standards 4 points each criterion	Not Satisfactory 1 point each criterion

Class Profile, including Language Assessment or Reading Proficiency Level	The teacher candidate clearly identifies DHH students' age, grade level, Language Assessment and/or Reading Proficiency Level in class profile.	The teacher candidate somewhat identifies DHH students' age, grade level, Language Assessment and/or Reading Proficiency Level in class profile.	The teacher candidate poorly identifies DHH students' age, grade level, Language Assessment and/or Reading Proficiency Level in class profile.	The teacher candidate does not identify DHH students' age, grade level, Language Assessment and/or Reading Proficiency Level in class profile.
Diverse range of academic language skills and use literacy instructions with the support of the MTSS system and Universal Design for Learning.	The teacher candidate identifies DHH students' academic language skills, from language deprivation to full access to signing within home environments, and provides differentiated instructions. And, also uses literacy instructions with the support of the MTSS system and UDL.	The teacher candidate somewhat identifies DHH students' academic language skills, from language deprivation to full access to signing within home environments, and also somewhat vaguely uses literacy instructions with the support of the MTSS system and UDL.	The teacher candidate identifies a limited range of DHH students' academic language skills and uses limited literacy instructions with the support of the MTSS system and UDL.	The teacher candidate inappropriately identifies a range of DHH students' academic language skills and does not use literacy instructions with the support of the MTSS system and UDL.
K-12 ASL Content Standards and ELA/ELD Standards	The teacher candidate clearly aligns content-based lesson plans with two ASL standards and 2 ELA/ELD standards.	The teacher candidate somewhat aligns content-based lesson plans with one ASL standard and 2 ELA/ELD standards.	The teacher candidate vaguely aligns content-based lesson plans with no ASL standards and one ELA/ELD standard.	The teacher candidate inappropriately aligns content-based lesson plans with ASL standards nor ELA/ELD standards.

Translanguaging and Transliterating techniques	The teacher candidate clearly demonstrates translanguaging and transliterating techniques with ASL and English grammar examples in the content-based lesson plans during a five-minute video.	The teacher candidate somewhat demonstrates translanguaging and transliterating techniques with ASL and English grammar examples in the content-based lesson plans during a five-minute video.	The teacher candidate vaguely demonstrates translanguaging and transliterating techniques with ASL and English grammar examples in the content-based lesson plans during a five-minute video.	The teacher candidate inappropriately demonstrates translanguaging and transliterating techniques with ASL and English grammar examples in the content-based lesson plans during a five-minute video.
Bloom's Taxonomy or Depth of Knowledge (DoK)	The teacher candidate clearly utilizes Universal Design Learning strategies to support learning for all levels of Bloom's Taxonomy or DoK.	The teacher candidate somewhat utilizes Universal Design Learning strategies to support learning for all levels of Bloom's Taxonomy or DoK.	The teacher candidate vaguely utilizes Universal Design Learning strategies to support learning for all levels of Bloom's Taxonomy or DoK.	The teacher candidate does not utilize Universal Design Learning strategies to support learning for all levels of Bloom's Taxonomy or DoK.
Final Points	30 possible points	25 possible points	20 possible points	18 possible points

(27 – 30 points = A)   (24 – 26 points = B)   (23 – 21 points = C)   (18 – 20 points = D)   (Below 18 points = F)

Elevator Pitch (10 points): Present a concise elevator pitch to a group of teachers, school administrators, and school district representatives who may not be familiar with Deaf Education. Your pitch should cover the main points related to either MTSS or RTI2 that are applicable to deaf students, and it should be delivered within a 2-minute timeframe. Ensure to incorporate elements such as IEP, IFSP, or 504 into your pitch. Justify your presentation by providing reasons supporting your chosen topic. Note that your video presentation will be shared during the second synchronous class session.

Literature Review Paper (20 points): Students are tasked with writing an APA-formatted paper and selecting one of the following thematic focuses: Foundation of First and Second Language Acquisition/Development, Teaching Practices and Techniques, or Special Education Laws/Deaf Children Development Milestones/Placement & Services. The paper should be a minimum of 5 pages and a maximum of 7 pages, excluding the title page and references. Prior to proceeding, students must consult with the instructor about their chosen topic. This assignment provides an opportunity to engage in a thoughtful discussion about the specific literature

paper's topic, substantiating points with specific examples. The review should articulate an interpretative claim, draw a conclusion, or propose an application based on the insights derived from the literature.

E-Portfolio (10 points): E-Portfolio will be considered as a final exam. The e-portfolio will include:
- Title page & Table of contents (1)
- Showcase (4)
  - Article and reflective questions
  - Lesson plans
  - Elevator pitch
  - Literature review paper
- Reflection paper (5): Write a reflection on each module, explaining your intentions for integrating the module's content into your teaching approach. Additionally, assess the ways in which you have developed from your initial self-reflection at the end of this course.

Attendance: Attendance will be tracked based on the completion of assignments. Your participation is required for two synchronous class sessions: the first on Wednesday, January 24th for the introduction of the course and review of the syllabus, and the second on Wednesday, April 3rd for presenting your lesson plans and elevator pitch to your classmates. Virtual attendance will be evaluated through your engagement in the discussion boards.

Grading Policy: The rubric will be posted in Canvas for each assignment.

Assignment Schedule

Due Dates	Assignments	Points
February 2	Article and two reflective questions	10
Module 1: January 29-February 16 Module 2: February 26-March 15 Module 3: April 8-26	Discussion Board	20
Lesson Plan #1: February 23 Lesson Plan #2: March 22 Synchronous class meeting: April 3	Content-Based Lesson Plans	30
Synchronous class meeting: April 3	Elevator Pitch	10
May 3	Literature Review Paper	20
May 13	Final Exam: E-Portfolio	10

Grading Scale	Grade	Points
90-100%	A	90-100
80-89%	B	80-89
70-79%	C	70-79
60-69%	D	60-69
Below 59%	F	Below 59

Course Policies and Safety Issues

Independent Work: Students are expected to work independently on assignments, and they are encouraged to share feedback with each other. All assignments are to be completed and submitted by the student alone. Face to Face activities will require students to work cooperatively in small groups and independently.

Submitting Assignments on Time: All assignments are expected to be submitted at the beginning of class on the due dates indicated in the syllabus. Students will have the opportunity to share feedback with each other before finalizing their assignments. Please communicate with the instructor if there is an emergent situation prior to the beginning of the class. When there is an excused absence, students will be given the opportunity to submit the assignment before the following class.

Attendance and Absences: Attendance is expected to understand the course materials, and class attendance will not be graded. If a student is absent from class, it is their responsibility to communicate with the instructor and check on announcements and presentation slides.

Professional Preparation: Professionalism in following ethical codes and behaviors are expected for academic performance in training. Such attributes as maturity, positive attitude, critical thinking, individual initiative, respectful behavior towards others, motivation and perseverance are considered valuable assets.

Classroom Behavior: Together, students and instructor are responsible in creating the learning environment with respect. The role of presentations and group discussion will be used in this class, and students are expected to come prepared with a flexible mindset for questions, sensitive issues and differences of viewpoint. The University Policy on Disruptive Classroom Behavior is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

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.

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: Communicative Sciences and Deaf Studies Department

Dr. Steven Skelton, Department Chair
Email: sskelton@mail.fresnostate.edu
CSDS 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

Subject to Change Statement
This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Calendar
Tentative Course Schedule

Week	Date	Topic	Notes
1	January 22-26	Synchronous class meeting: Introduction & Syllabus	Wednesday, 1/24 Time TBD
2	January 29-February 2	-Module 1 -Article and reflective questions	-Posted in Canvas -due by 2/2
3	February 5-9	Asynchronous work	
4	February 12-16	Discussion Board 1	due by 2/16
5	February 20-23	Content-Based Lesson Plan #1	due by 2/23
6	February 26-March 1	Module 2	Posted in Canvas
7	March 4-8	Asynchronous work	
8	March 11-15	Discussion Board 2	due by 3/15
9	March 18-22	Content-Based Lesson Plan #2	due by 3/22
10	April 2-5	Synchronous class meeting: Lesson plans and Elevator pitch	Wednesday, 4/3 Time TBD
11	April 8-12	Module 3	Posted in Canvas
12	April 15-19	Asynchronous work	
13	April 22-26	Discussion Board 3	due by 4/26
14	April 29-May 3	Literature review paper	due by 5/3
15	May 6-8	Final exam: E-portfolio	due by 5/13

Spring 2024 Tentative Course Schedule

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
Module 0 (Jan 22-26)	Introduction to Advanced Studies in Deaf Education/ Teacher Performance Expectations	Read Syllabus, TPEs, Language Policy Review Hybrid Class Expectations Review different technology tools (Tutorials)
Module 1 (Jan 29 – Feb 2)	Article and Reflective questions	Post in Canvas (due by February 2)
Module 1 (Feb 5 - 9)	First and Second Language Acquisition/Development	**Readings – PPT and articles (Canvas)**
Module 1 (Feb 12 – 16)	Funds of Knowledge/ Standard English Learners	**Readings – PPT and articles (Canvas)** Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation **Discussion Board #1 due February 16**
Module 1 (Feb 20 – 23)	Translanguaging and Transliterating Techniques	**Readings – PPT and articles (Canvas)** Content-Based Lesson Plan #1 *due February 23 before 11:59 PM*
Module 1 (Feb 26 – Mar 1)	Language Assessment	**Readings – PPT and articles (Canvas)** **Guest lecturer:**
Module 2 (Mar 4 - 8)	Reflective Teaching Practices	**Readings – PPT and articles (Canvas)**
Module 2 (March 11 – 15)	Bloom's Taxonomy and Webb's Depth of Knowledge (DoK)	**Readings – PPT and articles (Canvas)** **Discussion Board #2 due March 15**

DATE	TOPICS	ASSIGNMENTS
Module 2 (March 18 – 22)	Universal Design for Learning	[Watch a video, "Universal Design for Learning for Elementary DHH students" by A. Wallace from Florida School for the Deaf](#) Content-Based Lesson Plan #2 *due March 22 before 11:59 PM*
		Spring Break (March 25 - 29)
April 2 – 5	Synchronous Class Meeting	Lesson Plans and Elevator Pitch activities
Module 3 (April 8 – 12)	Differentiated Instruction/ Inductive and Deductive Instruction	**Reading:** Inductive and Deductive Instruction PPT (Canvas)
Module 3 April 15-19	Unit Plan/Lesson Plan /Assessment: Class Presentations	**Friday, *April 14 from 9:00 a.m. to 12:00 p.m.*** Zoom Class Meeting
Module 3 (April 22 – 26)	Multi Tiered Systems of Support (MTSS) & Response to Intervention and Instruction (RtI2)	**Readings – PPT and articles (Canvas)** **Guest lecturer:** M. Natasha Kordus, Ph.D. Licensed Clinical Psychology "From IFSPs to MTSS" PowerPoint **Discussion Board #3 due April 26**
Module 3 (April 29 – May 3)	ABC/SRC Behavior Analysis	**Readings – PPT and articles (Canvas)** **Guest lecturer:**
Module 3 (May 6 - May 8)	MTSS/Rti2/ABC-SRC	*(MTSS, Rti2, and/or ABC/SRC Behavior Analysis)* *due May 8 before 11:59 PM* *Note: Last Day of Instruction on May 8, 2021*
May 13	Final Exam	Final Exam: E-Portfolio *due May 13 before 11:59 PM*

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