COURSE SYLLABUS

FRESNO STATE

Course Name Syllabus

Fall 2024

Instructor Information

Instructor Name: Adele Eberwein
Department: Communicative Sciences and Deaf Studies
Email / Telephone:
Office: Virtual meeting
Zoom Link:
Student Support Hours: By appointment

Course Information

Course Modality: Asynchronous
Course ID:
Units: 3
Canvas: fresnostate.instructure.com
Course description: This course provides teacher candidates with strategies that support bilingual education, with a focus on bimodal bilingualism aligned with best practices for teaching deaf and hard of hearing students. Pedagogical theories will be covered, including bilingual methods focusing on ASL as the language of instruction for literacy development, supported by development of viewing, signing, reading and writing skills in printed English for deaf and hard of hearing students. A variety of topics are covered including ASL discourse, assessment of language use, and creating optimal linguistic environments to enhance DHH students' literacy skills. This is an online course that requires site-based support for clinical experience. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, students should expect to study an average of 6 hours outside of class each week.

Required Course Materials

Required Readings:

Kurz, C., Wolbers, K., Kuntze, M., & Golos, D. (2024). *58-IN-MIND: Multilingual Teaching Strategies for Diverse Deaf Students*. Gallaudet University Press.
Rosen, R. S. (Ed.). (2019). The Routledge Handbook of Sign Language Pedagogy. Routledge. https://doi.org/10.4324/9781315406824

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.

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

Evans, C. (2004). Literacy development in deaf students: Case studies in bilingual teaching and learning. *American Annals of the Deaf, 149*(1), 17-27.

Farran, D., Aydogan, C., Kang, S., & Lipsey, M. (2006). Preschool classroom environments and the quantity and quality of children‘s literacy and language behaviors. In D. Dickinson & S. Neuman (Eds.). *Handbook of Early Literacy Research* (pp. 257-268). New York, NY: Guilford Publications, Inc.

Hoffmeister, R. (2000). A piece of the puzzle: ASL and reading comprehension in Deaf children. In C. Chamberlain, J. Morford & R. Mayberry (Eds.), *Language acquisition by eye* (pp. 143-163). Mahwah, NJ: Lawrence Erlbaum Associates.

Mayer, C. (2007). What really matters in the early literacy development of deaf children. *Journal of Deaf Studies and Deaf Education 12*(4), 411-431.

Ramsey, C. & Padden, C. (1998). Natives and newcomers: Gaining access to literacy in a classroom for deaf children. *Anthropology & Education quarterly, 29*(1), 5-24.

Wilbur, R. (2000). The use of ASL to support the development of English and literacy. Journal of Deaf Studies and Deaf Education, 5(1), 81-101.

Williams, C. (1999). Preschool deaf children‘s use of signed language during writing events. Journal of Literacy Research, 31(2), 183-213.

- Improving Education for Multilingual and English Learner Students Research to Practice https://padlet.com/bdaniel8/upk-utk-resources-padlet-b1fch2u78ralnscn/wish/2037114727 (TPE 7.1, 7.3, 7.4, 7.6, 7.7, 7.9)
    - Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five (pgs. 189-250)
    - Chapter 5: Content Instruction with Integrated and Designated English Language Development in the Elementary Grades (pgs. 251-338)

Readings required for each module

Module 1: Rethinking Literacy in Deaf Education

Basas, M., Voss, J., Giese, K., Williams, J., & Werner, D. (2023). Invited article—It's time to rethink our future: "Radical" perspectives on Deaf Education in the United States and beyond. *American Annals of the Deaf*, *167*(5), 597-604. https://doi.org/10.1353/aad.2023.0002

Haptonstall-Nykaza, T. S., & Schick, B. (2007). The transition from fingerspelling to English print: Facilitating English decoding. *Journal of Deaf Studies and Deaf*

Education, *12*(2), 172-183.
Kuntze, M., Golos, D., & Enns, C. (2014). Rethinking literacy: Broadening opportunities for visual learners. *Sign Language Studies*, *14*(2), 203-224. https://doi.org/10.1353/sls.2014.0002
Kurz, C., Golos, D., Kuntze, M., Henner, J., & Scott, J. (2021). Guidelines for Multilingual Deaf Education Teacher Preparation Programs. https://doi.org/10.2307/j.ctv2rcnghv
Musyoka, M. M. (2023). Translanguaging in bilingual Deaf Education teacher preparation programs. *Languages*, *8*(1), 65. https://doi.org/10.3390/languages8010065
Rosen, R. S. (Ed.). (2019). The Routledge Handbook of Sign Language Pedagogy. Routledge. https://doi.org/10.4324/9781315406824
Chapters two and three
Singleton, J. L., & Crume, P. K. (2022). The socialization of modality capital in sign language ecologies: A classroom example. *Frontiers in Psychology*, *13*, 934649. https://doi.org/10.3389/fpsyg.2022.934649
Skyer, M., Scott, J. A., & O'Brien, D. (2023). < O/No power but Deaf power\O>: Revitalizing Deaf Education systems via anarchism. *Social Inclusion*, *11*(2). https://doi.org/10.17645/si.v11i2.6534

Module 2: Issues with Multilingual Deaf Education

Rosen, R. S. (Ed.). (2019). The Routledge Handbook of Sign Language Pedagogy. Routledge. https://doi.org/10.4324/9781315406824
Chapters 2, 3, and 9

Improving Education for Multilingual and English Learner Students Research to Practice https://padlet.com/bdaniel8/upk-utk-resources-padlet-b1fch2u78ralnscn/wish/2037114727 (TPE 7.1, 7.3, 7.4, 7.6, 7.7, 7.9)

Chapter 4: Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five (pgs. 189-250)

Clark, M. D., Cue, K. R., Delgado, N. J., Greene-Woods, A. N., & Wolsey, J. L. A. (2020). Early intervention protocols: Proposing a default bimodal bilingual approach for deaf children. *Maternal and Child Health Journal*, *24*, 1339-1344. https://doi.org/10.1007/s10995-020-03005-2
Clark, M. D., Wimberly, M. B., Goyette, D., Metcalf, H. V., Willman, E. C., Greene, A., & Norman, N. J. (2023). How well are young deaf children in early intervention doing on their language acquisition? An Assessment View. *Advances in Social Sciences Research Journal*, *10*(3). https://doi.org/10.14738/assrj.103.14090
Howerton-Fox, A., & Falk, J. L. (2019). Deaf children as 'English learners': The psycholinguistic turn in deaf education. *Education Sciences*, *9*(2), 133. https://doi.org/10.3390/educsci9020133
Humphries, T. (2013). Schooling in American Sign Language: A paradigm shift from a deficit model to a bilingual model in deaf education. *Berkeley Review of Education*, *4*(1).

https://doi.org/10.5070/b84110031
Pontecorvo, E., Higgins, M., Mora, J., Lieberman, A. M., Pyers, J., & Caselli, N. K. (2023). Learning a sign language does not hinder acquisition of a spoken language. *Journal of Speech, Language, and Hearing Research*, *66*(4), 1291-1308. https://doi.org/10.1044/2022_jslhr-22-00505
Skyer, M. E. (2023). Vygotskian perspectives in deaf education: An introduction in two movements. *American Annals of the Deaf*, *168*(1), 12-36. https://doi.org/10.1353/aad.2023.a904165

Module 3: Bilingual Assessments with Deaf Students

Kurz, C., Wolbers, K., Kuntze, M., & Golos, D. (2024). *58-IN-MIND: Multilingual Teaching Strategies for Diverse Deaf Students*. Gallaudet University Press.
Chapters 1 and 2
Improving Education for Multilingual and English Learner Students Research to Practice https://padlet.com/bdaniel8/upk-utk-resources-padlet-b1fch2u78ralnscn/wish/2037114727 (TPE 7.1, 7.3, 7.4, 7.6, 7.7, 7.9)
Chapter 5: Content Instruction with Integrated and Designated English Language Development in the Elementary Grades (pgs. 251-338)
VL2 Assessment tools: https://vl2.gallaudet.edu/assessment-toolkits
Clark, M. D., Greene-Woods, A., Alofi, A., Sides, M., Buchanan, B., Hauschildt, S., ... & Venable, T. (2021). The spoken language checklist: A user-friendly normed language acquisition checklist. *The Journal of Deaf Studies and Deaf Education*, *26*(2), 251-262. https://doi.org/10.1093/deafed/enaa043
Crume, P. K., Lederberg, A., & Schick, B. (2021). Language and reading comprehension abilities of elementary school-aged deaf children. *The Journal of Deaf Studies and Deaf Education*, *26*(1), 159-169. https://doi.org/10.1093/deafed/enaa033
Greene-Woods, A., & Delgado, N. (2020). Addressing the big picture: Deaf children and reading assessments. *Psychology in the Schools*, *57*(3), 394-401. https://doi.org/10.1002/pits.22285
Hrastinski, I., & Wilbur, R. B. (2016). Academic achievement of deaf and hard-of-hearing students in an ASL/English bilingual program. *Journal of Deaf Studies and Deaf Education*, *21*(2), 156-170. https://doi.org/10.1093/deafed/env072
Hoffmeister, R., Henner, J., Caldwell-Harris, C., & Novogrodsky, R. (2022). Deaf children's ASL vocabulary and ASL syntax knowledge supports English knowledge. *Journal of Deaf Studies and Deaf Education*, *27*(1), 37-47. https://doi.org/10.1093/deafed/enab032
Holcomb, L., & Lawyer, G. (2020). Assessments to evaluate bilinguals: The overdue discussion of the deaf and hard of hearing student population in the United States. *Psychology in the Schools*, *57*(3), 426-442. https://doi.org/10.1002/pits.22290
Mayer, C., & Trezek, B. J. (2020). English literacy outcomes in sign bilingual programs. *American Annals of the Deaf*, *164*(5), 560-576. https://doi.org/10.1353/aad.2020.0003

Simms, L., Baker, S., & Clark, M. D. (2013). The standardized visual communication and sign language checklist for signing children. *Sign Language Studies*, *14*(1), 101-124. https://doi.org/10.1353/aad.2010.0036

Module 4: Bilingual Practices for Literacy

Kurz, C., Wolbers, K., Kuntze, M., & Golos, D. (2024). *58-IN-MIND: Multilingual Teaching Strategies for Diverse Deaf Students*. Gallaudet University Press.

Chapters 4-7

Rosen, R. S. (Ed.). (2019). The Routledge Handbook of Sign Language Pedagogy. Routledge. https://doi.org/10.4324/9781315406824

Chapters 5 & 7

Andrews, J. F., & Nover, S. M. (1998). Critical Pedagogy in Deaf Education: Bilingual Methodology and Staff Development USDLC Star Schools Project Report No. 1. ISBN-0-968769-0-3.

Andrews, J. F., & Rusher, M. (2010). Codeswitching techniques: Evidence-based instructional practices for the ASL/English bilingual classroom. *American Annals of the Deaf*, *155*(4), 407-424. https://doi.org/10.1353/aad.2010.0036

Gárate, M. (2014). Developing bilingual literacy in Deaf children. *Literacies of the minorities: Constructing a truly inclusive society*, 58-75.

Mitchiner, J., & Gough, M. (2017). Supporting Deaf and Hard of Hearing Preschool Students' Emerging ASL Skills: A Bilingual Approach. *Odyssey: New Directions in Deaf Education*, *18*, 32-36.

Mounty, J. L., Pucci, C. T., & Harmon, K. C. (2014). How deaf American Sign Language/English bilingual children become proficient readers: An emic perspective. *Journal of Deaf Studies and Deaf Education*, *19*(3), 333-346. https://doi.org/10.1093/deafed/ent050

Musyoka, M. M. (2022). Teachers' beliefs and practices related to writing development of ASL/English bilingual deaf students. *Journal of Developmental and Physical Disabilities*, 1-28. https://doi.org/10.1007/s10882-022-09883-4

Nussbaum, D. B., Scott, S., & Simms, L. E. (2012). The" Why" and" How" of an ASL/English Bimodal Bilingual Program. *Odyssey: New Directions in Deaf Education*, *13*, 14-19.

Schwarz, A. L., Jurica, M., Edge, C. M., Stiller, R., Webb-Culver, T., & Abdi, H. (2022). How do teachers of deaf pre-readers communicating in American Sign Language select storybooks for read-alouds?. *American Annals of the Deaf*, *167*(4), 457-488. https://doi.org/10.1353/aad.2022.0044

Villwock, A., Wilkinson, E., Piñar, P., & Morford, J. P. (2021). Language development in deaf bilinguals: Deaf middle school students co-activate written English and American Sign Language during lexical processing. *Cognition*, *211*, 104642. https://doi.org/10.1016/j.cognition.2021.104642

Reflection for ePortfolio:

Scott, J., Henner, J., & Skyer, M. E. (2023). Six arguments for Vygotskian pragmatism in deaf education: Multimodal multilingualism as applied harm reduction. *American Annals of the deaf*, *168*(1), 56-79. https://doi.org/10.1353/aad.2023.a904167

Course Specifics

Course goals: Through a variety of activities, as well as interactions with peers and the professor, this course invites students to apply 1) pedagogical approaches for using ASL as the language of instruction and the study of language with support from printed English; 2) Implement effective teaching strategies for culturally and linguistically diverse learners, including oralDual Language Learners (DLLs); 3) effective transmission of information and utilize translanguaging techniques; and 4) assessment of language use. Integration of coursework and fieldwork provides candidates the opportunity to complete the assignments in preparation for meeting Teacher Performance Expectations (TPEs).

Course Objectives/Learning Objectives:

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).

Key Course Goals and Learning Outcomes	**TPEs/IPA***	**Assignment where Assessed**
Teacher candidates will demonstrate the application and use of ASL and printed English in the classroom, creating a bilingual classroom environment.	1.5 (I,P), 1.7 (I,P), 2.6 (I,P), 3.6 (I), 3.7 (I,P,A), 4.4 (I,P), 4.6 – 4.7, 6.4, 6.8 (I)	Content-Based Lesson Plans
Teacher candidates will integrate components of **literacy** and **ELD** for the learning of English Language Arts content. These components include the development of critical reading, signing/speaking and watching/listening, and writing, based on purposeful evaluation of various sources.	7.1, 7.3, 7.4, 7.6, 7.7, 7.9 (I,P,A)	Content-Based Lesson Plans
Teacher candidates will administer age-appropriate assessments of foundational literacy skills and present	7.5	
Teacher candidates will develop the knowledge of interdependence of ASL as the language of instruction and use bilingual (ASL/English) instructional strategies to support development of bi-literacy development skills.	1.1 (I,P), 1.2 (I,P), 1.6 (I,P), 1.8 (I), 2.1 (I,P,A), 2.2 (I,P,A), 2.3 (I,P,A), 2.4 (I), 2.5 (I, P), 2.6 (I, P), 3.2 (I, P), 3.6 (I), 4.1 (I), 4.2 (I), 4.4 – 4.8 (I,P), 6.1 – 6.8 (I)	Academic ASL Translational Piece
Teacher candidates will demonstrate the ability to present using translanguaging techniques in ASL and printed English concisely and clearly.	3.1 – 3.8 (I,P), 4.1 – 4.7 (I,P), 6.1 (I,P), 6.2 (I,P), 6.6 (I)	Webinar Presentation

Teacher candidates will demonstrate proficiency in language used for instructing students who are deaf or hard of hearing and who have multiple disabilities.	1.1 (I,P), 1.3 (I,P), 1.6 (I,P), 2.1 – 2.6 (I,P,A), 6.3 (I,P), 6.5 (I), 6.6 (I), 6.8 (I)	Class Observation Report
Teacher candidates will learn how to effectively interpret specialized terminology used in assessment of Deaf or hard of hearing students.	1.1 (I,P), 1.3 (I,P), 5.3 (I), 6.3 (I,P), 6.5 (I), 6.6 (I), 6.8 (I)	Discussion Boards
Teacher candidates will examine and discuss a variety of assessment tools for evaluating ASL, reading, and writing.	1.1 (I,P), 1.3 (I,P), 5.2 (I), 5.3 (I), 6.5 (I), 6.6 (I), 6.8 (I)	e-Portfolio

*Introduced, Practiced, Assessed (IPA)

Course Content:

Module 1: Rethinking Literacy in Deaf Education

1. Language wars and linguistic gaps
2. Gaze behavior and development
3. Visual learning model for deaf children's literacy
4. Translanguaging in Multilingual Deaf Education
5. Revitalizing Deaf Education Systems

Module 2: Issues with Multilingual Deaf Education

1. Theoretical foundations in Deaf education
2. Bimodal Bilingual approaches
3. Assessments and outcomes in language development
4. Paradigm shifts in Deaf education

Module 3: Bilingual Assessments with Deaf Students

1. VL2 Assessment toolkits
2. The Spoken Language Checklist
3. Challenges and discussions in bilingual assessments with deaf students
4. Bilingual program outcomes and academic achievement
5. Standardized tools for bilingual deaf students

Module 4: Bilingual Practices for Literacy

- Foundational concepts in bilingual literacy
- Instructional practices and techniques (Sandwiching and Chaining)
- Developing bilingual literacy
- Reading and writing development in bilingual deaf students
- Literacy materials and storybook selection

Course Requirements/Assignments:

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.

Instructions for significant assignments:

Webinar Presentation: 20 points

Each student is required to do one webinar presentation for their assigned module. This entails presenting the key concepts from the readings and introducing two supplementary articles aligned with personal interests. The presentation should follow the 5 words per line x 5 lines per slide rule. Additionally, students will be responsible for leading the designated discussion board. These presentations should span approximately 45 minutes. To enrich your presentation, please incorporate at least one ASL video relevant to the assigned module. It is essential that all students engage actively by thoroughly reviewing the assigned materials, attending the presentation, posing questions, and actively contributing to the discussion board. The webinar presentation should be emailed to the instructor two days prior to the posting date.

Webinar Presentation Rubric

	Meets Standards 5 points each criterion	**Progressing Towards Expectations** 3 point each criterion	**Not Satisfactory** 1 point each criterion
Plan and implement evidence-based literacy instruction grounded in standards and themes	The teacher candidate delivers a webinar presentation that clearly aligns with literacy standards and incorporates evidence-based literacy instruction. Key concepts from readings are well-integrated and demonstrate a strong connection to relevant standards and themes. Supplementary articles are thoughtfully included to support the presentation.	The teacher candidate delivers a webinar presentation that shows some alignment with literacy standards and evidence-based literacy instruction. Key concepts from readings are partially integrated, though there may be gaps in connection to standards and themes. Supplementary articles are referenced but not consistently applied.	The teacher candidate's webinar presentation lacks alignment with literacy standards and evidence-based literacy instruction. Key concepts from readings are either missing or poorly connected to standards and themes, and supplementary articles are not integrated effectively.
Culturally and linguistically affirming practices	The teacher candidate presents culturally and linguistically affirming practices, with resources that are well-integrated and thoughtfully support diverse student backgrounds. The presentation demonstrates a clear understanding of how to address and	The teacher candidate presents some culturally and linguistically affirming practices, though the integration of resources to support diverse student backgrounds may lack depth or consistency. The presentation shows an emerging awareness of how to address cultural	The teacher candidate fails to present culturally and linguistically affirming practices, with little to no integration of resources to support diverse student backgrounds. The presentation lacks an understanding of how

	incorporate cultural and linguistic diversity in the classroom.	and linguistic diversity but needs further development.	to effectively address cultural and linguistic diversity in the classroom.
Discussion board leadership	The teacher candidate facilitates the discussion board effectively, fostering strong student engagement. Critical thinking is consistently encouraged, and active student participation is well-supported through thoughtful prompts and responses.	The teacher candidate facilitates the discussion board with moderate engagement, encouraging some critical thinking and active student participation. However, deeper engagement and more consistent interaction are needed to fully promote a robust learning environment.	The teacher candidate struggles to facilitate the discussion board, leading to low student engagement. Critical thinking is minimally encouraged, and active participation is limited, resulting in a lack of meaningful interaction among students.
ASL Presentation and Presentation Format	The teacher candidate clearly presents in ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. Follows the presentation format (up to 5 words per line, 5 lines per slide).	The teacher candidate somewhat presents in ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. Somewhat follows the presentation format (6-8 words per line, 6-8 lines per slide).	The teacher candidate does not present in ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. Does not follow the presentation format.
Final Points	20 possible points	12 possible points	5 possible points

Literacy Foundational Skills Case Study Assessment (10 points) - Administer a literacy assessment that is appropriate for deaf balanced bilinguals and foundational linguistic skills. After analyzing the assessment tool, use the information to create literacy experiences for the selected student (TPE 7.2, 7.5, 7.6, 7.9, 7.10)

- Identify three needs and three strengths according to assessment data
- Create a mini-lesson for each area of need and strength that lead to improvement in language acquisition or learning

Purpose: Helping struggling readers requires observation (student-watching), assessment, and effective instructional help, as a result, teacher candidates will choose a student in PK-3 and select an assessment tool in order to compile a profile that can inform instruction. This assignment will include a formal interpretation of literacy performance with recommendations for the classroom teacher (TPE's 7.2, 7.5, 7.6, 7.9, 7.10). The teacher candidate will do the following:

Instructions:

The teacher candidate needs to choose one assessment (from the course) that can be implemented with the student. After analyzing all assessments, use the information to create literacy experiences for the selected student:

1. Identify two needs and two strengths according to assessment data (TPE 7.10)
2. Create a mini-lesson for each need and strength based on meaning making by building on prior knowledge and informational texts (i.e., print, digital, and

spoken/signed/tactile/symbolic), questioning, and discussion to develop students' literal and inferential comprehension (including reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines) (TPE 7.2, 7.6, 7.9)

3. Within that lesson, include activities that integrate the four key components of structured literacy—viewing, signing, spelling and syllable patterns, semantics, morphology, and syntax—into a fluency-building exercise.

5. Describe how these activities will utilize the student's identified strengths to address their needs, and explain how it will contribute to improvement in language acquisition or learning.

6. Essay needs to be written in a five-paragraph format and 500 words in length.

Case Study Analysis Rubric

	Meets Standards 2 points each criterion	**Progressing Towards Expectations** 1 point each criterion	**Not Satisfactory** 0.5 point each criterion
TPE 7.2: Rationale	Activity effectively integrates spelling, syllable patterns, semantics, morphology, and syntax in a well-balanced fluency-building exercise, leveraging student strengths. Thorough justification for how the activity will enhance reading fluency is provided	Activity demonstrates some integration of structured literacy components, but may emphasize some aspects over others. Strengths are acknowledged but not effectively leveraged. Justification for how the activity will enhance reading fluency is present but lacks depth.	Activity lacks integration of key literacy components. There is little justification for how the activity will contribute to reading fluency improvement.
TPE 7.2: Instructional Lessons	Candidate designs three explicit lessons using instructional strategies with text in each lesson to support needs and strengths.	Candidate is able to design limited lessons with instructional strategies and use of text to support needs and strengths.	Candidate's lesson plans lack appropriate instructional strategies and text to support needs and strengths.
7.5 Foundational Skills	Candidate provides detailed and insightful observations of text reading fluency, including accuracy	Candidate provides sufficient details on the student's emerging foundational skills in text reading fluency,	Candidate provides an incomplete or unclear description of emerging foundational skills in text reading

	(sign concept), prosody (verbal expression and/or facial expressions and movement in ASL), phonemic awareness, concepts about print, phonics, decoding & encoding, word recognition, and connected, decodable text with clear connections to assessment data.	including accuracy, prosody, and rate. Also, provided some connection to limited assessment data.	fluency, including accuracy, prosody, and rate. Also, demonstrated poor assessment data.
TPE 7.6 & 7.9: Build Lesson based on meaning-making by building on prior knowledge and informational texts	The candidate identifies and utilizes appropriate informational texts for literacy instruction that support the strengths and needs identified by the data. Evidence of questioning to develop students' literal and inferential comprehension, including high-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines.	The candidate struggles to identify and utilize appropriate informational texts for literacy instruction that support the strengths and needs identified by the data. Limited of evidence of questioning to develop students' literal and inferential comprehension, including high-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines.	The candidate cannot identify and utilize limited informational texts for literacy instruction that support strengths and needs identified by the data. Lack of evidence of questioning to develop students' literal and inferential comprehension, including high-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines.
TPE 7.10: Recording of Assessment Data	Candidate accurately records assessment results on each instrument.	Candidate is able to partially record assessment results on each instrument.	Candidate struggles to record assessment results on each instrument

			and/or fails to implement instruments.
TPE 7.10: Identifies Two Needs and One Strength	Candidate identifies 2 needs and 1 strength using evidence from the assessments.	Candidate is able to identify at least one need and strength using evidence from the assessments	Candidate struggles to identify needs and strengths in the assessment data.

Academic ASL Translational Piece: 5 points

You will choose a journal article published within the last 7 years that pertains to teaching bilingual literacy to deaf students and translate the content of their selected article into academic ASL in a 3-minute video, making sure it is easily understood by individuals who are educated but may not have specialized knowledge in the field.

Academic ASL Translational Piece Rubric

Criteria	**Meets Standard (2.5 possible pts each)**	**Nearly Meets Standard (1 possible point)**	**Does Not Meet Standard (0 possible points)**
ASL video	Presents clear and concise using ASL to share about teaching bilingual literacy to deaf students.	Presents in ASL somewhat clearly and share vaguely about teaching bilingual literacy to deaf students.	Does not present in ASL clearly and does not share about teaching bilingual literacy to deaf students.
ASL video	Follows the instruction: maximum of three minutes	Somewhat follows the instruction: 1 minute under or over the 3-minute limit	Does not follow the instruction: 2 or more minutes under or over the 3-minute limit
Possible points	5 possible points	2 possible points	0 point

Content-Based Lesson Plans: 10 points each, 20 points total

You will prepare two lesson plans as part of a thematic, grade-level unit plan that integrates academic discourse through viewing, signing, reading, and writing. Each lesson plan should be designed to enhance students' abilities across these modes of communication and literacy, including teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills and promoting students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression.

Additionally, you will record a teaching demonstration for each lesson, up to five minutes in length, for peer review. A printed version of each lesson plan should be provided for your peers to offer constructive feedback.

The lesson plans must incorporate a diverse range of academic language skills, accounting for the spectrum from language deprivation to full access to signing within home environments. Each lesson should include explicit writing instruction as a key component, alongside the other modalities, to ensure comprehensive literacy development.

Your lesson plans should also include:

- Two K-12 ASL Content Standards,
- Two California Common Core State Standards (CCSS),
- Two multilingual instructional strategies from the *Guidelines for Multilingual Deaf Education Teacher Preparation Programs*.

Content-Based Lesson Plan Rubric

	Meets Standards 2 points each criterion	**Progressing Towards Expectations** 1 point each criterion	**Not Satisfactory** 0.5 point each criterion
Promote students' critical/creative thinking and analysis through activities	The teacher candidate effectively promotes students' critical and creative thinking through well-designed inquiry, problem-solving, and reflective activities. These activities consistently encourage deep analysis and foster both critical and creative thinking in students.	The teacher candidate promotes some aspects of critical and creative thinking through inquiry, problem-solving, and reflective activities. However, the activities are not consistently well-designed to fully engage students in deep analysis, and there is room for improvement in fostering creative thinking.	The teacher candidate does not adequately promote students' critical or creative thinking. The inquiry, problem-solving, and reflective activities are poorly designed or lacking, resulting in minimal engagement with critical or creative thinking processes.
Promote students' language development (Vocabulary knowledge, Syntax, letter formation/printing, and Discourse-Level Understanding)	The teacher candidate effectively promotes students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), letter formation/printing, and discourse-level understanding. The lessons support students in reading, writing, and signing with comprehension and effective expression.	The teacher candidate somewhat promotes students' language development, but some areas (such as vocabulary knowledge, syntax, letter formation/printing, or discourse-level understanding) are less explicitly addressed. More attention is needed to ensure comprehensive language support in the lesson.	The teacher candidate does not adequately promote students' language development. There is minimal or no focus on vocabulary knowledge, grammatical structures, letter formation/printing, or discourse-level understanding in the lesson, resulting in limited support for students' comprehension and expression.

Diverse range of academic language skills	The teacher candidate identifies DHH students' academic language skills, from language deprivation to full access to signing within home environments and provides differentiated instructions.	The teacher candidate somewhat identifies DHH students' academic language skills, from language deprivation to full access to signing within home environments.	The teacher candidate inappropriately identifies a range of DHH students' academic language skills.
ELA standard or ELD framework, K-12 ASL Content Standard, CCSS (Social Studies Standard)	The teacher candidate clearly aligns the lesson plan with two K-12 ASL Content Standards and two California Common Core State Standards. The alignment is thoughtfully integrated, demonstrating a strong connection between lesson objectives and the relevant standards.	The teacher candidate aligns the lesson plan with two K-12 ASL Content Standards and two California Common Core State Standards, but the connections may lack clarity or depth. Some aspects of the alignment are evident, but further refinement is needed for stronger coherence.	The teacher candidate fails to adequately align the lesson plan with two K-12 ASL Content Standards and two California Common Core State Standards. The alignment is unclear or missing, and the lesson lacks a meaningful connection to the relevant standards.
Two multilingual instructional strategies	The teacher candidate clearly utilizes two multilingual instructional strategies in a lesson plan.	The teacher candidate somewhat utilizes two multilingual instructional strategies in a lesson plan.	The teacher candidate inappropriately utilizes two multilingual instructional strategies in a lesson plan.
ASL Presentation and Presentation Format	The teacher candidate clearly presents the lesson using ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. The candidate effectively incorporates and teaches fingerspelling as an essential component of the lesson, with strategies that enhance students' understanding and use of fingerspelling in communication.	The teacher candidate presents the lesson using some ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. The candidate attempts to teach fingerspelling but may not provide explicit strategies for student learning or integration in the lesson.	The teacher candidate does not adequately present the lesson using ASL grammatical structure, including facial expressions, mouth morphemes, fingerspelling, and body shifts. Fingerspelling is not effectively taught or addressed in the lesson, limiting students' ability to learn and apply it.
Final Points	10 possible points	5 possible points	2.5 possible points

Class Observation Report: 20 points

You will conduct two classroom observations of an ELD lesson at either California School for the Deaf (Fremont or Riverside), Marlton School, or within ASL/English bilingual programs (with ASL as the primary language in one of the two observations). If

unforeseen circumstances arise, kindly seek instructor approval for conducting observations at an alternative site.
Throughout these observations, your goal is to identify diverse forms of academic conversations taking place within the classroom environment. In doing so, pay close attention to the methodologies, approaches, and strategies employed.

1. Observations and Notes:

- Organize two classroom observations, ensuring that each visit spans at least a full class period.
- During these observations, diligently jot down various instances of academic conversations that you notice. Make a note of specific methodologies, strategies, and multilingual instructional approaches in a literacy class that is being utilized.

2. Completion of a Report (Minimum 5 Pages):

a) Begin by describing the demographic makeup of the classroom and outlining the objective of the lesson or activity being observed.
b) Identify and illustrate the academic conversations you've observed with examples of discourse.
c) Analyze the effectiveness of the discourse techniques used, pointing out areas where improvement or refinement could be beneficial.
d) Conduct a comparative analysis of the two observations, highlighting both similarities and differences.
e) Propose a follow-up activity for each observation, suggesting ways to build upon the observed instructional strategies.

3. Assessment for IEP Development:

- Assess the apparent Present Level of Performance, with the purpose of aiding in Individualized Education Plan (IEP) development.
- Formulate a specific IEP Goal focusing on the domains of viewing, signing, reading, and writing.

Remember that your report should provide comprehensive insights into each observation's context, the dynamics of academic conversations, their effectiveness, and suggestions for improvement. Additionally, your assessment for IEP development should be tailored to enhance the students' abilities in viewing, signing, reading, and writing.

Class Observation Report

	Meets Standards 10 points each criterion	**Progressing Towards Expectations** 5 point each criterion	**Not Satisfactory** 1 point each criterion
Completion of the report	The teacher candidate completes a thorough observation report that includes a detailed demographic analysis of the classroom, evaluates the effectiveness of discourse techniques used, and provides a comparative analysis of the two observations. Each observation is	The teacher candidate completes an observation report that includes basic demographic information and addresses the effectiveness of discourse techniques, though the analysis may lack depth. The comparative analysis of the two observations is present but needs further development. Follow-up	The teacher candidate submits an incomplete observation report that lacks sufficient demographic details, offers minimal evaluation of discourse techniques, and provides a weak or missing comparative analysis of the two observations. Follow-up

	followed by a well-developed follow-up activity that aligns with the analysis and supports continued student learning.	activities for each observation are included but may not fully align with the analysis.	activities for each observation are either missing or unrelated to the observations' findings.
Assessment for IEP	The teacher candidate writes an IEP report that accurately assesses the student's Present Level of Performance across the domains of viewing, signing, reading, and writing. The candidate formulates a clear, measurable IEP goal that is specific to the student's needs and aligned with the assessment, addressing each domain effectively.	The teacher candidate writes an IEP report that assesses the student's Present Level of Performance in the domains of viewing, signing, reading, and writing, though some areas may lack detail or accuracy. The formulated IEP goal is present but may not be fully specific or measurable, requiring refinement for clarity and alignment with the assessment.	The teacher candidate writes an incomplete or inaccurate IEP report with insufficient assessment of the Present Level of Performance in the domains of viewing, signing, reading, and writing. The IEP goal is either missing, too vague, or not measurable, showing a lack of connection to the assessed performance levels.
Final Points	20 possible points	10 possible points	2 possible points

Discussion Board: 5 points each, 15 points total

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 includes your initial post and responses. It is important to note that missed opportunities cannot be made up at a later time.

Discussion Board Rubric

Criteria	**Meets Standard (2.5 possible pts each)**	**Nearly Meets Standard (1 possible point)**	**Does Not Meet Standard (0 possible points)**
Contents and ASL video	Presents clear and concise using ASL to share the reflections of the contents in the discussion board.	Presents in ASL somewhat clearly and share limited reflections of the contents in the discussion board.	Does not present in ASL clearly and does not share the reflections of the contents in the discussion board.
Responds to a peer	Provides clear and general response to a peer's post.	Provides vaguely clear and general response to a peer's post	Does not respond to a peer's post
Possible points	5 possible points	2 possible points	0 point

E-Portfolio (Final exam): 10 points

E-Portfolio will be considered as a final exam. The e-portfolio will include:

- Title page & Table of contents (1)
- Showcase (4)
    - Webinar presentation
    - ELA and Literacy Lesson plans
    - Class observation report
    - ASL translational piece
- Reflection paper (5): Write a reflection on each module, explaining your intentions for integrating the module's content into your teaching approach.

E-Portfolio Rubric

Criteria	**Exceeds Standards**	**Meets Standards**	**Nearly Meets Standards**	**Not Met Standards**
Title and Table of Contents	Provided clear title and table of contents with page numbers (1 point)	Provided appropriate title and table of contents without page numbers (0.75 point)	Provided a title, limited table of contents, and no page numbers (0.5 point)	No title and table of contents (0 point)
Showcase:	Included three out of three showcases (4 points)	Included two out of three showcases (3 points)	Included one out of three showcases (2 points)	Does not include any showcases (1 point)
Self-reflection demonstrates further analysis and insight resulting from readings and viewings.	Papers includes exemplary self-reflections, provides a clearly in-depth synthesis of connections between learned from outside experiences and the topics learned in class, and shares the insights from readings/ viewings and writings. (5 points)	Papers includes appropriately self-reflections, provides acceptable in-depth synthesis of connections between learned from outside experiences and the topics learned in class, and shares the insights from readings/ viewings and writings. (4 points)	Papers includes vaguely clear self-reflections, provides a somewhat in-depth synthesis of connections between learned from outside experiences and the topics learned in class, and shares limited insights from readings/ viewings and writings. (3 points)	Papers does not include self-reflections, lacks in-depth synthesis of connections between learned from outside experiences and the topics learned in class, and does not share the insights. (2 points)
Possible Points	10	7.75	5.5	3

Attendance:
Expectations for attendance must be clearly laid out. This is especially important for hybrid and HyFlex classes. In hybrid classes, the dates that attendance in person is required must be clearly specified on the syllabus. In HyFlex classes, is there a limit on how many days a student may attend virtually? (Note: APM 241 requires that all attendance policies be provided to students in the syllabus at the beginning of the semester.

Grading policy:
A grade of B or better is required to pass this class.

The rubric will be posted in Canvas for each assignment.

Assignment Schedule

Due Dates	Assignments	Points
Module 1: August 26-September 6 Module 2: September 16-October 4 Module 3: October 14-31 Module 4: November 12-December 6	Webinar Presentation (20 points) Discussion Board (5 points each module)	35
Thursday, September 12	Academic ASL Translational Piece	5
Lesson Plan 1: October 10 Lesson Plan 2: November 7	Content-Based Lesson Plans	20
Thursday, November 14	Case Study Assessment	10
Thursday, December 5	Class Observation Report	20
Tuesday, December 17	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 & 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. 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 following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information

Vaccination:
The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:
Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments***.

Testing:
The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available. Students will

still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free COVID-19 test options are offered by the Fresno County Department of Public Health.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. 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 being 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.

The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.

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 they refuse 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.

Chair's name:	Dr. Steven Skelton
Department name:	Communicative Sciences and Deaf Studies
Chair's email:	sskelton@mail.fresnostate.edu
Dept 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 priOcty 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).

Financial Aid Satisfactory Academic Progress Standards and Appeals Process:
https://studentaffairs.fresnostate.edu/financialaid/policies/sap/index.html

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 | titleix.fresnostate.edu | 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 | fresnostate.edu/health/counseling | 559.278.2734

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

Emergency Information:
In the event of an emergency, everyone in the campus community becomes a partner in the response. To ensure you are prepared and remain calm you must make yourself familiar with campus protocols. To contact the Fresno State Police Department call 559.278.8400 from your cell phone or 911 from a campus phone. Prior to an emergency, assess your environment for options depending on the emergency. Identify all possible exit routes, in an emergency always use the closest most safe exit. Once you exit the building go to the predetermined evacuation assembly point, if that is unavailable then go to an open safe space away from the emergency. Identify where and how you can secure yourself inside if you need to shelter in place or hide from a threat. Be prepared to help guide those around you and assist individuals who may be in need. Additional information can be found at www.fresnostate.edu/emergency

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 of	Topics	Assignments
Week 1	August 21-23	Syllabus	Read syllabus, review the list of required readings and assignments

	Week of	Topics	Assignments
Week 2	August 26-30	**Module 1: Rethinking Literacy in Deaf Education** 1. Language wars and linguistic gaps 2. Gaze behavior and development 3. Visual learning model for deaf children's literacy 4. Translanguaging in Multilingual Deaf Education 5. Revitalizing Deaf Education Systems	Facilitator AAE Asynchronous work Reading assignment: ELA/ELD Framework for CA K-12 Chapter 3 Pg. 129 - 255 Teaching Bilingual Literacy Skills (Text Reading Fluency) YouTube video PowerPoint slideshows: Reading Foundational Skills In-class assignment: Practice handwriting and teaching spelling
Week 3	September 3-6	M1 Discussion Board	Thursday, September 5
Week 4	September 9-13	ASL Translational Piece	Thursday, September 12
Week 5	September 16-20	**Module 2: Issues with Multilingual Deaf Education** 1. Theoretical foundations in Deaf education 2. Bimodal Bilingual approaches 3. Assessments and outcomes in language development 4. Paradigm shifts in Deaf education	Asynchronous work: Facilitator(s) TBA Reading assignments: • Improving Education for Multilingual and English Learner Students by CDE (2020) • How well are Young Deaf Children in Early Intervention Doing on their Language Acquisition? An Assessment View by Diane Clark et. al (2023)
Week 6	September 23-27	**Module 2** (continued)	Asynchronous work
Week 7	September 30-October 4	M2 Discussion Board	Thursday, October 3
Week 8	October 7-11	Lesson Plan 1	Thursday, October 10
Week 9	October 14-18	**Module 3: Bilingual Assessments with Deaf Students** 1. VL2 Assessment toolkits 2. The Spoken Language Checklist	Facilitator(s) TBA Asynchronous work

	Week of	Topics	Assignments
		3. Challenges and discussions in bilingual assessments with deaf students 4. Bilingual program outcomes and academic achievement 5. Standardized tools for bilingual deaf students	
Week 10	October 21-25	**Module 3** (continued)	
Week 11	October 28-November 1	**M3** Discussion Board	Thursday, October 31
Week 12	November 4-8	Lesson Plan 2	Thursday, November 7
Week 13	November 12-15	Case Study Assessment **Module 4: Bilingual Practices for Literacy** 1. Foundational concepts in bilingual literacy 2. Instructional practices and techniques (TPE 7.6) 3. Developing bilingual literacy (Page 17) 4. Reading development PPT and Writing development PPT in bilingual deaf students 5. Literacy materials and storybook selection 6. Reading assessment for DHH students	Thursday, November 14 Facilitator(s) TBA Asynchronous work Reading assignment: Reading research and Deaf Children by VL2 Webinar (Video): Instruction in Text Reading Fluency for Diverse Learners Teachers' Beliefs and Practices Related to Writing Development of ASL/English Bilingual Deaf Students TPE 7.6 Meaning Making PPT Literacy Foundational Skills Case Study Assessment
Week 14	November 18-22	**Module 4** (continued)	Asynchronous work
	November 25-29	Fall break	
Week 15	December 2-6	**M4** Discussion Board	Thursday, December 5
Week 16	December 9-13	Class Observation Report	Thursday, December 12
Final exam	December 16-19	E-portfolio	Tuesday, December 17