



EDSP 560
DHH: Elementary Curricula (3 units) Onsite

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Wednesday 01:30 PM- 06:00 PM

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Course Description

This course is designed to build on graduate students' knowledge of curriculum theories, learning theories, and strategies in the general education setting and apply them to children and youth, from diverse cultural and linguistic backgrounds, who have hearing losses. Whether children are included in a general education setting for all of their academic instruction or in more restrictive educational environments, teachers of the deaf and hard of hearing need to be well versed in the challenges associated with all areas related to the K-12 curriculum and classroom instruction for this population. This course addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve content knowledge and access to all areas of the curriculum, including language arts, mathematics, social studies, and science. The course will focus on supporting parents, general education teachers, paraprofessionals and other team members on how to use assessments, community resources and technology to promote the development of children's learning and thinking. During the course, candidates will participate in a regular education classroom, assess students in that classroom, plan instruction based on knowledge gained from assessments, and collaborate with regular education teachers.

Goals, Student Outcomes, Activities, Assignments	
Course Goals	Learning Activities And Assignments
<p>Outcome 1: Academic Excellence & Critical Inquiry and Reflection: <i>Demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.</i></p>	<p style="text-align: center;"><i>All lessons should include goals for the following: language; listening and speech.</i></p> <ol style="list-style-type: none"> <i>1. Quiz to assess new knowledge</i> <i>2. Participation in a variety of group discussions and conversations.</i> <i>3. Respond to and reflect on a variety of ideas and opinions in research articles and literature that relate to learning and curriculum</i>
<p>1. Develop an understanding of the historical perspectives of K-12 curriculum and how they relate to the teaching of children and you who are deaf or hard of hearing from diverse populations</p>	<ul style="list-style-type: none"> • <i>(IDEA)</i> • <i>The d/hh student's place in public education.</i> • <i>State Standards</i> • <i>ELL Standards</i> • <i>Students will write an IEP with all components with present levels, goals and objectives that reflect the student's needs.</i>
<p>2. Students will explore the various theories on human learning as they relate to school curricula, learning environments, motivation, and children with hearing loss.</p>	<ul style="list-style-type: none"> • <i>Describe and rationalize the situations that learning theories would be appropriate across the curriculum.</i> • <i>Explain the implications of Cognitive Load Theory.</i> • <i>Bilingual Education - Grads will articulate</i>

	<p><i>the connection and importance of second language learning theories and working with students who are DHH in Los Angeles.</i></p> <ul style="list-style-type: none"> • <i>Grads will design and plan a classroom.</i> • <i>Weaving language through the curriculum</i>
<p>3. Students will become versed in related technologies and their use with children and youth in general education programs, and with children and youth who are deaf or hard of hearing, including specific technologies developed to assist this population. Students will become knowledgeable about <u><i>Universal Design for Learning Principles</i></u>, and how to integrate technology effectively into the classroom curricula and instructional practice to assist students to access the general curriculum.</p>	<p><i>Grads will research technologies use in the classroom:</i></p> <ul style="list-style-type: none"> • <i>Integrate technology into language and literacy learning.</i> • <i>Troubleshooting acoustic challenges in the SDC and the mainstream classroom.</i> • <i>Soundfield, mics, etc.</i>
<p>4. Students will demonstrate the ability to assess/evaluate children’s content knowledge in relationship to state and local standards of achievement in general education programs using a variety of assessment techniques a</p>	<ul style="list-style-type: none"> • <i>Research assessments - Grads will present on 2 types of assessments - Quantitative assessments and qualitative assessments - noting the pros and cons of each.</i> • <i>What do reliability, validity and fairness mean?</i> • <i>Activities in which standardized testing is valid, fair and reliable</i> • <i>Activities in which authentic assessments are reliable, fair and valid</i>
<p>Outcome 2: Community & Service <i>Demonstrate the ability to assess/evaluate children’s content</i></p>	

<p><i>knowledge in relationship to state and local standards of achievement in general education programs using a variety of assessment techniques</i></p>	
<p>1. Students will be able to apply knowledge of various teaching approaches and instructional models in educational settings for children and youth with hearing losses, such as cooperative learning, direct instruction, discussions, problem based learning/inquiry methods, role plays & stimulations, peer tutoring etc.</p>	<ul style="list-style-type: none"> • <i>Review the following and their place:</i> • <i>Socio-cultural (Vygotsky), behaviorist (Skinner), Piaget, Bruner.</i> • <i>The Information Processing System</i> • <i>Design and demonstrate lessons utilizing at least 2-3 techniques/ theories.</i> • <i>Grads will demonstrate techniques that could be used with ELL Grads</i>
<p>2. Students will plan and execute learning activities that address the special communication and language needs of children with hearing losses in a variety of educational settings utilizing thematic units in content areas.</p>	<ul style="list-style-type: none"> • <i>Grads will use State Standards as a guide to their continuum instruction.</i> • <i>Integrate Learning Theory into lesson planning.</i> • <i>Utilize knowledge of the IPS</i> • <i>Listening, language and speech goals will be evident in all lesson plans.</i> <p><i>Lesson plans will include each component in the template provided.</i></p>
<p>3. Students will demonstrate the ability to address literacy in all aspects of the curriculum, including assessment, in guided practica with children who are deaf or hard of hearing.</p>	<ul style="list-style-type: none"> • <i>Grads will design lesson plans that include language arts standards.</i> • <i>Grads will identify student levels and needs.</i> • <i>Grads will discuss and reflect on the steps involved in the journey towards literacy.</i> <p><i>They will identify theories that are integral to literacy development.</i></p>
<p>Outcome 3: Ethics, Values and</p>	

<p>Diversity</p> <p><i>Understand and adhere to the values and ethical codes of the university, schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.</i></p>	
<p>1. Students will focus on issues related to learners from culturally diverse backgrounds within all assessment, planning and teaching,</p>	<ul style="list-style-type: none"> • <i>Grads will reflect on their role and responsibility of practicing cultural responsiveness when working with children and families from diverse social, cultural, racial and economic backgrounds.</i> • <i>Grade will understand components of culturally responsive pedagogy.</i> • <i>Grads will develop an understanding of their role in creating classrooms of equity.</i> • <i>Grads will show knowledge of including the family in their child’s education.</i>
<p>2. Students will demonstrate an understanding of the social-emotional needs of learners, planning strategies and working in collaborative interactions with others to support learners as they become successful members of their school community.</p>	<ul style="list-style-type: none"> • <i>Design ways in which to include the child’s community in the classroom and other learning activities.</i> • <i>Strategies general education teachers can integrate into their plans to provide opportunities for children to develop schema.</i> • <i>Grads will present a power-point presentation “ Strategies for working with DHH students” - with general education</i>

	<i>staff as the targeted audience -</i>
3. Students will plan and implement ethical teaching strategies in collaboration and ongoing communication with other members of the school community.	<ul style="list-style-type: none"> • <i>Student will plan a collaborative lesson with a mainstream teacher.</i> • <i>Important teaching techniques and learning strategies to think about.</i>

Course Topics

Knowledge Objectives:

Students will:

1. Have knowledge of general education assessments, curricula, state frameworks and standards.
2. Have knowledge and understanding of designing lessons that incorporate essential elements of learning theory.
3. Have knowledge and understanding of culturally relevant pedagogy and its application to children who are DHH who live in urban settings.
4. Have knowledge of techniques that can be used to facilitate the learning of DHH students who are second language learners.
5. Have knowledge of instructional strategies and materials to be used to make the subject matter meaningful to DHH children.
6. Have knowledge of methods of integrating language and literacy instruction with subject matter as appropriate.

7. Have knowledge of appropriate and a variety of methods of assessing students who are DHH in the classroom.
8. Have knowledge of the protocols used to assess students who are English Language Learners (ELLs).
9. Have knowledge of English Language Development Standards.
10. Have knowledge of curricula designed for ELLs.

Skill Objectives:

1. Implement informal as well as formal assessments to determine the literacy levels of students.
2. Plan and conduct instruction based on assessments that will facilitate the language and academic growth of DHH children.
3. Design classroom, other environments and schedules to facilitate language and literacy development with DHH children and youth in the SDC as well as in general education situations
4. Examine, evaluate, adapt and apply language and literacy intervention strategies used with other populations of children and youth.
5. Plan lessons to accommodate the needs of DHH second language learners.
6. Design activities that facilitate communication between the home and school.
7. Design a variety of lessons based on grade level standards that meet the needs of language needs of students who are DHH.
8. To identify the language needs of ELLs and to embed these needs into all curricula areas.
9. Implement teaching strategies that utilize a variety of learning theories that facilitate learning in students who are DHH.
10. Implement teaching strategies that utilize a variety of learning theories that facilitate learning in students who are ELL.

Assessment Plan/ Grading Criteria

MID TERM – due February 10th

Using at least 4 of the reading assessment tools – e.g. San Diego Quick, Yopp Singer test of phonologic awareness. Assess a DHH student to determine that student's strengths and challenges.

Mid term: Using the information you have learned thus far on deafness, learning, learning to read and second language learners – take the information gathered from your assessments and write a report on the student. The report should not include any identifying information on the student you have evaluated – please use a pseudonym – and include the following information:- (a) age of student, (b) hearing age, (c) likes and dislikes of the student (d) describe the 4 assessments you used to evaluate the student’s results, (e) Evaluate the responses and (f) based on the results and your evaluation what steps must you take now to move the students ahead developmentally and academically

The Mid Term is worth 100 points

CENTERPIECE ARTIFACT/FINAL PROJECT – due March 17th

Using the lesson plan format provided by the instructor, design 10 lessons for the student you assessed for the mid term. Each lesson will be worth 14 points. The lessons must be connected or related to the students needs. Objectives should be based on the student who was assessed and also reflect work towards grade level standards. The lessons should reflect a full week of instruction.

Your final is worth 140 points

REFLECTION due February 24th

You are required to complete one (1) reflective paper based on actual observations of typical children accessing their curriculum. Think about the following - how do the teachers organize their students, what is the instructional pace like, what are interactions like?

Your reflection should include (a) a summary of the students’ language t (b) the grade, subject area and situation observed (c) a comparison to a special education observation. The paper will be worth 10 points. Five (5) for the summary and (5) for the comparison

Reflection is worth 10 points

QUIZ/ POWER-POINT (weekly)

There will be 8 quizzes – each will evaluate your knowledge of the material read for
There will be 2 power-point presentations

Total of 100 points

PARTICIPATION

50 Points – 5 per session

400 Points Total

GRADING

A	96 - 100	384 - 400	C+	78 – 82.9	312 -331
A-	93 - 95.9	372- 383	C	75 - 77.9	300 - 311
B+	88 - 92.9	352- 371	C-	73 - 74.9	292 - 299
B	85 - 87.9	340-351	F	BELOW 73.0	/292

B- 83 – 84 332-339	
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Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

All requests for an incomplete must be accompanied by the Petition for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.

Required Texts & Readings

- Armstrong, T. (2007): The curriculum superhighway. *Educational Leadership*, 64 (8), 16-20.
- Burns, M. (2007) Nine ways to catch kids up. *Educational Leadership*, 64 (8), 16-21.
- Chappuis, S & Chappuis, J (2007): The best values of formative assessment. *Educational Leadership*, 65 (4), 14-18.
- Cooper, C. (1998): Research in cognitive load theory and instructional design at UNSW. (<http://education.arts.unsw.edu.au/staff/sweller/clt/index.html>)
- Echeverria, J & Graves, A (2003) Sheltered content instruction: teaching English language learners with diverse abilities. Boston, Allyn & Bacon 2nd Edition.
- Gay Geneva (2000). Culturally Responsive Teaching: Theory, Research and Practice. NY: Teachers College Press.
- Feller, T. & Gibbs-Griffith, B. (2007) Teaching content through the arts. *Educational Leadership*, 64 (8), 48-52.
- Hyde, A. (2007). Mathematics and cognition. *Educational Leadership*, 64 (8), 43-45, Mathematics Framework for California Public Schools
- Stewart, D. & Kluwin, T. (2001): Teaching Deaf and Hard of Hearing students: Content Strategies and Curriculum, Needham Heights, MA: Allyn & Bacon.
- Purcell-Gates, V. (1997) Other Peoples Words: the cycle of low literacy. Harvard University Press.
- Rea, D.M. & Mercuri, S.P. (2006): Research-based strategies for English language learners. Portsmouth, NH: Heinemann.
- Reading/Language Arts Framework for California Public Schools
- Sousa, D. (2005) How the brain learns to read. Corwin Press
- Sousa, D. (2008) How the brain learns mathematics. Corwin Press
- Steen, L (2007): How mathematics counts. *Educational Leadership*, 64 (8), 9-14
- Tomlinson, C. & Germundson, A. (2007) Teaching as jazz. *Educational Leadership*, 64 (8), 27-31
- Sternberg, R. (2007). Assessing what matters. *Educational Leadership*, 65 (4), 20-27.

USD Policy Statements

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and

deadline using the Petition for Grade of Incomplete. The “Incomplete” grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of “Incomplete” must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F”. (Students who receive a grade of “Incomplete” in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of “Incomplete” will complete a Petition for Grade of Incomplete, indicating the reason for the “Incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student’s file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the “Incomplete” turns into an “F.”

Students receiving financial aid should be aware that taking an “Incomplete” grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student’s file and the original is sent to the Registrar.

Student Dismissal

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at <http://www.sandiego.edu/archways>.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at:

http://www.sandiego.edu/soles/documents/2009-2010LT_Handbook.pdf