DEAF 5370
Teaching Thinking Skills
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading & Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION

Designed to prepare teachers to become familiar with cognitive strategies that promote higher level thought in deaf learners. Emphasis is placed on how to incorporate these strategies into regular classroom instruction.

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REQUIRED TEXTBOOKS

Chamot, A.U. & O'Malley, J. M. (1994). *The CALLA handbook implementing the cognitive academic language learning approach.* Reading, MA: Addison-Wesley Publishing Company.

Costa, A.L.(Ed.) (2001). *Developing Minds*. Alexandria, VA: Association for Supervision and Curriculum Development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

CEC/CED Initial Knowledge & Skill Sets for Individuals who are Deaf or Hard of Hearing

Standard 1: Foundations	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice
ICC1K3	Relationship of special education to the organization and function of educational agencies
ICC1K4	Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs
D&HH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing
D&HH1K3	Etiologies of hearing loss that can result in additional learning challenges

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D&HH1K4	Historical foundations and research evidence upon which educational practice is based
Standard 2: Development and Characteristics of Learners	
ICC2K1	Typical and atypical human growth and development
ICC2K2	Educational implications of characteristics of various exceptionalities
ICC2K5	Similarities and differences of individuals with and without exceptional learning needs
ICC2K6	Similarities and differences among individuals with exceptional learning needs
D&HH2K1	Cognitive and language development of individuals who are deaf and hard of hearing
D&HH2K2	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing
Standard 3: Individual Learning Differences	
ICC3K1	Effects an exceptional condition(s) can have on an individual's life
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC3K5	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences
D&HH3K1	Influence of experience and educational placement on all developmental domains
Standard 4: Instructional Strategies	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings
D&HH4K1	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing
ICC4S1	Use strategies to facilitate integration into various settings
ICC4S2	Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments
Standard 5: Learning Environments/Social Interactions	
D&HH5S4	Manage assistive technology for individuals who are deaf or hard of hearing
D&HH5S5	Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
Standard 7: Instructional Planning	
ICC7K4	Technology for planning and managing the teaching and learning environment

COURSE OBJECTIVES (CO)

The student will:	ALIGNED WITH CEC/CED, InTASC
CO1. Incorporate instruction in thinking skills into their regular instructional interactions with students with hearing loss.	ICC4K1, D &HH4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4, Standard 1, 2, 4, 5, 7, $DL_{3.1}$, $DL_{3.2}$,
CO 2. Modify instructional processes and classroom environment to meet physical, cognitive, cultural, and communication needs of the child who is DHH (e.g., teacher's style, acoustic environment, availability of support services, and availability of appropriate technologies).	D&HH5S4, D&HH5S5, Standard 3, 5, $CPL_{2.3}$, $CPL_{3.3}$
CO 3. Plan, instruct, and assess students who are D/HH and who have multiple disabilities and special needs.	ICC1K4, ICC2K1, D&HH2K1, D&HH2K2, Standard 1, 2
CO 4. Use computers and other technology to foster independent learning opportunities.	ICC7K4, Standard 7, $TL_{2.2}$, $TL_{3.1}$
CO 5. Demonstrate how to select, adapt, and design curriculum methods and strategies for teaching D/HH students, and students who are D/HH with additional disabilities.	ICC2K1, ICC2K2, ICC2K5, ICC2K6, D&HH2K1, Standard 3, ICC3K2, ICC3K5, Standard 4 ICC4K1, D &HH4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4, Standard 2, $EDL_{1.2}$, $EDL_{2.2}$, $EDL_{3.1}$
CO 6. Design, implement, and evaluate a unit for teaching thinking skills within a content area.	Standard 4, ICC4S2, $AL_{2.1}$, $AL_{3.2}$, $FL_{3.1}$, $FL_{3.2}$, $FL_{3.4}$,
CO 7. Develop five lesson plans demonstrating understanding of cognition, intellectual functioning, and the impact of deafness on developing metacognitive skills.	Standard 3, ICC3K5, D&HH3K1, Standard 4, ICC4K1, D&HH4K1, ICC4S1, ICC4S2, ICC4S3, ICC4S4
CO 8. Incorporate cognitive strategies to promote thinking, reasoning, maintaining attention, and engaging in social interaction in the classroom into classroom content areas by implementing specific strategies such as comparison, categorization, analysis, synthesis, sequencing, problem-solving with divergent solutions, and application of logic.	Standard 4, D&HH4K1, ICC4S2

COURSE ASSIGNMENTS AND POINTS

Assignments and Point Value:

Assignment and Brief Description	Point Value
• Discussion Board Posts (21) o Respond to discussion topics related to readings	85
• Misc. Posts o Introduce yourself to the class; choose a theorist; choose an exceptionality	5
• **Video Clip Self-Evaluation** o Complete the self-evaluation form about your own teaching	20
• **Critique of Video Clip** (1) o Offer constructive criticism of two peers' video clips	40
• Participation o Comment on peers' discussion board posts	55
• **Sample Lesson Plan** o Write a lesson plan draft that will be peer-reviewed	10
• Lesson Plan Feedback (2) o Provide feedback on two peers' lesson plans	20
• Contextual Factors o Identify the background information of your focus learner	10
• **edTPA Task 1** o Plan 5 lessons and respond to commentary	140
• **edTPA Task 2** o Reflect on your own instruction by responding to commentary	40
• **edTPA Task 3** o Analyze student assessment data to evaluate instruction and respond to commentary	40
• Varying Exceptionalities o Complete the **Varying Exceptionalities Teaching Strategies Chart**	100
• **Position Paper: How We Engage Students and Encourage them to Become Critical Thinkers**. Write a 7- 10 page paper; within this paper include: strategies that can be used to foster cognitive/metacognitive growth citing the theoretical base for strategies that are discussed; activities and assessments that can be implemented to enhance critical thinking in and outside of the classroom; how the use of technology can be used to enhance content knowledge and promote critical thinking skills.	100
Total Class Points Possible:	**665**

Note: All assignment explanations, tools, resources, details, and rubrics are available in the BlazeView modules.

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GRADING SCALE AND GUIDELINES

A	Excellent	93% or above	Incomplete (**I**): The grade of **I** may be given to a student who for *non-academic reasons* beyond his or her control is unable to meet the full requirements of a course (College of Education <u>Graduate Bulletin</u>). Students in the College of Education must earn a **B** or must retake the course.
B	Good	83% to 92%	
C	Average	73% to 82%	
D	Below Average	72% to 63%	
F	Failure	62% or below	

ATTENDANCE POLICY

1. Regular log-in to the course is expected and monitored. Participation in class activities has an impact on your grade.

2. Participation in discussion board activities has an impact on your grade.

3. Failure to read assigned materials before class and/or failure to participate in discussion due to this will adversely affect your grade. Participation is an essential element of this course.

4. You are responsible for **all** activities. Assignments are due by **11:59 p.m.** on the posted due dates.

5. If you experience any problem in this course, please make an appointment with the instructor to discuss solutions.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary Education

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose

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communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus."

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.
- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.
- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism**. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources (e.g. lesson plans, learning activities, or PowerPoint presentations) without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must*

cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML**.** For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM
Below is information directly quoted from the Academic Honesty Policies and Procedures.

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

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1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

 Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) offers FREE tutoring for graduate level writers in any discipline. Tutors can help you with strategies for developing and connecting ideas, for using APA/MLS documentation styles, and for catching common grammatical and punctuation errors. Two graduate level writing tutors have been specially trained to help, so call (229-333-7570) or visit the website (www.valdosta.edu/ssc) to make an appointment. Tutors can meet you either online, or face-to-face at the SSC, located in Langdale Hall.

Link to Video Introduction to Graduate Level Writing Tutoring:

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https://www.youtube.com/watch?v=T4mp_u736Fc&list=PLicnT0JAB2TVLrU_iknXxiZpQcbklCozU

<u>STUDENT OPINION OF INSTRUCTION</u>

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

Note: The course syllabus provides a general plan for the course; deviations may be necessary.

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