Department of Human Services
Deaf and Hard of Hearing Program
SPH 476.001 Assessment and Accountability in DHH Settings
Spring 2019

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Office Hours: M/W 9:30-10, 11:50-1, 2:15-2:30, 5:15-5:50
Class meeting time and place: M/W: 1-2:15; Human Services 314

Course Description
Assessment and Accountability in DHH Settings- Enhances literary development by using Whole Language Approach, Basal, Key Word, Sight Word. Course includes factors influencing literacy environment, Whole Language terms, beginning literacy for deaf/hard-of-hearing children, literacy inventories, experience stories, assessing literacy skills (concerns, comparisons, development), selecting and analyzing stories, miscue analysis, comparisons of literacy enhancement approaches and applications to the deaf/hard-of-hearing.
Prerequisites: SPH 172, 274, 470 and DHH 350.

Time Requirement
SPH 476 “Assessment and Accountability in DHH Settings” (3 credits) typically meets twice each week (Monday/Wednesday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take content quizzes, present chapter material, create an IEP, create literacy lessons with differentiation, conduct literacy assessments, present literacy lessons, and a final examination. Students are required to participate in classroom discussions, and required to present a mock literacy lesson. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

Program Learning Outcomes
Based on CEC Student Learning Outcomes (NCATE)

- SPH 476 Addresses the Following CEC Standards
- **CEC/CED Standard 4 (DH4S2)**
  - The SPH 476 student will learn how to provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.

Student Learning Outcomes
- Students will demonstrate basic understanding and administration of literacy assessments.
- Students will create literacy lessons based on student needs.
- Students will create an IEP based on student profiles.
- Students will learn the functions of the ARD committee, and the procedures and protocols of an ARD meeting.

Text and Materials

Course Requirements
Daily Grades:
**Historical Methods:** Students will give a short summary/presentation on a teaching technique/method from the past for DHH students. (Feb. 27)
Specific Experience Story: Students will create their own version of a Specific Experience Story as highlighted in Chapter 4. (Mar 6 in class)

**Book Talk Presentation:** This will be your first teaching experience in class. Students will choose a picture book to conduct a short lesson. This lesson will encompass concepts about print, comprehension, vocabulary, inferencing, summary, characterization, and a writing element. (Rubric to follow) (Mar 27)

**Model Lesson + DHH Component:** Students will observe a model lesson, and decide on the best adaptation needed to meet the needs of a specific DHH need. (In class on Apr 3)

**Assessment Day:** Students will conduct the various literacy assessments that were covered throughout the textbook. (In class on Apr. 17)

**Assessment Portfolio:** Students will have an example of each literacy assessment, and compile them for an assessment portfolio that will be used within their teaching training. (Due May 1)

**Test Grades:**

**Test #1:** This covers terms, definitions, and practices from Chapters 1 & 2. This will be a traditional assessment. (Feb. 18)

**IEP:** You will create an IEP based on a student assessment profile. This will be submitted on April 22 as a rough draft, and the final will be due on May 1.

**Literacy Lesson Presentations:** Each student will present a literacy lesson for the class. A lesson plan will be submitted, student will use resources learned from the semester to present a lesson that not only will be applicable to hearing students, but also to DHH students. Differentiation will be shown, and technology will be required. (May 6&8)

**Final Exam:** This exam will cover all of the information covered in this course. You will have terminology, definitions, scenarios, short answer, IEP analysis, ARD procedures and protocols, and Literacy Assessment applications. This exam will take place on May 13, from 1:00-3:00. *Counts TWICE*

**Course Calendar**

**January**
- W 23: Syllabus Overview
- M 28: Chapter 1 Overview
- W 30: Chapter 1 Emphasis

**February**
- M 4: Chapter 2 Overview
- W 6: No Class: Read Chapter 2
- M 11: Chapter 2 Examples and Application
- W 13: Chapter 1 & 2 Review
- M 18: **Test #1 on Chapters 1&2**
- W 20: Chapter 3 Overview & Historical Methods Distribution
- M 25: In class practice and preparation for presentation
- W 27: **Chapter 3 Presentation on Historical Methods**

**March**
- M 4: Chapter 4 Overview
- W 6: Chapter 4 Examples and **Specific Experience Story**
- M 11: Chapter 5 Overview
- W 13: Chapter 5 Patterns and Models
- M 18: No Class, Spring Break
- W 20: No Class, Spring Break
- M 25: Chapter 5 Book Talk Assignment
- W 27: **Chapter 5 Book Talk Presentation**

**April**
- M 1: Chapter 6 Overview
- W 3: **Chapter 6 Model Lesson + DHH Component**
- M 8: Chapter 6 Application: Off the cuff
- W 10: Chapter 7 Overview
- M 15: Chapter 7 IEP Planning for Assessment
W 17: Chapter 7: Assessment Day/Assessment Portfolio Compilation
M 22: Chapter 8 Overview/IEP Rough Draft Due
W 24: Chapter 8 Technology Uses/Enhancements
M 29: Chapter 9 Overview

May
W 1: Submit Final IEP/ARD Day*(Could change due to district availability)/Assessment Portfolio Due for Grade Check
M 6: Lesson Presentations
W 8: Lesson Presentations Cont./Review for Final Exam
M 13: Final Exam 1-3

Grading Policy
Daily Grades: All Daily Grades are worth 100 points, and will be averaged for 1/3 the final grade.
Test Grades: All Test Grades are worth 100 points, and will be averaged for 2/3 the final grade.

Attendance Policy
This is a very important course to teach you necessary information to help you complete your degree, and to be an effective teacher. Attendance is expected at every assigned class. You will not be allowed to make up any quizzes, or presentations that are due on a day you miss, instead you will receive a zero. If you have a doctor’s excuse, you will be allowed to make up the assignment. This is the only exception.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.