

California State University, Northridge Department of Special Education

SPED 403D: EARLY FIELD EXPERIENCE/SEMINAR in DHH

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The Department of Special Education cannot take messages for professors. Please do not call the Department office to report anticipated absences or late arrivals.

Conceptual Framework
The Michael D. Eisner College of Education California State University, Northridge

(2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Catalog Description

Pre-requisite: Admittance to Credential Program

Pre/co requisite: SPED 400

SPED 403D should be taken prior to SPED 504D.

Course Description

This course is the first of two fieldwork practica in special education designed to provide Credential candidates field experiences in K-12 schools serving deaf and hard-of-hearing students. Students observe/participate in the instruction of deaf and hard-of-hearing students across the age ranges from preschool through high school and across the range of settings from itinerant to self-contained classes to special school and residential school placements. Accompanying seminars link terminology, issues and instructional perspectives with practice, with collegial support provided to participants. *At least 200 fieldwork hours that includes purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) is provided to candidates in general education and special education settings.* Available for graduate credit.

Course Objectives

After completing this course, candidates will demonstrate the ability to:

1. Use the DHH Teacher Performance Expectations in developing as a professional educator and reflective practitioner;
2. Describe educational issues related to parents and the community, including the identification of community resources, and the impact of cultural and linguistic difference on student learning;
3. Identify essential components of classroom organization and management and implications for creating a classroom climate conducive to learning;
4. Reflect on instructional practices in relation to state-adopted content standards, principles of human development and learning, and observed effects of different educational approaches in setting with DHH children birth through 22 years, including students who are DHH with additional disabilities;
5. Demonstrate understanding of federal and state legislation and policies related to the education of students with disabilities (e.g., IDEA, Title 5);
6. Analyze the implementation of various pedagogical practices with learners who are DHH, birth through 22 years, including students who are DHH with additional disabilities.
7. Observe, analyze, and implement lesson plans developed by experienced teachers;
8. Demonstrate the ability to build cooperative relationships with teachers, paraprofessionals, and other school staff;
9. Develop critical thinking skills by reflecting upon field experiences as related to professional development

Required Textbook

Agarwal, PK & Bain, PM (2019) *Powerful Teaching: Unleash the Science of Learning*. Jossey-Bass

Additional Assigned Readings

California Standards for the Teaching Profession

<http://www.ctc.ca.gov/educator-prep/standards/cstp-prior.pdf>

CEC Code of Ethics and Standards of Practice for Educators of Persons with Exceptionalities

<http://ethics.iit.edu/ecodes/node/4880>

NAD Bill of Rights for DHH Children

<https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/>

Assembly Bill 1836: Deaf Children's Bill of Rights (CA, 1994)

<http://www.cde.ca.gov/sp/ss/dh/ab1836.asp>

Senate Bill 210 SPED: DHH Children: Language Developmental Milestones (2015-16)

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB210

Presentation Method for the Course

This course will use both synchronous and asynchronous approaches to learning.

Attendance and participation at all scheduled class sessions is expected. You are responsible for the ongoing discussion of class topics and for information posted on Canvas.

Course Assignments

Autobiographical Narrative: Candidates will prepare an autobiographical narrative that describes their motivation for entering the teaching profession and specifically why they have chosen to specialize in working with students who are DHH.

Personal philosophy of education and beliefs about student learning: Candidates will prepare "I believe" statements that describe their own beliefs about education and student learning.

Fieldwork Assignments

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs.

Fieldwork hours: Students will engage in a total of 100 hours of classroom guided observation and initial student teaching (co-planning, co-teaching, and/ or guided teaching) over the course of the semester. Fieldwork will span the ages of the credential authorization from birth through age 22. Fieldwork may also span the typical range of placement options including residential, special school, and mainstream settings.

Infant/preschool placement	20 hours
Elementary placement	50 hours
Secondary placement	30 hours

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Course Schedule

Week 1	Introduction to the Course	
Week 2	Engaging and Supporting All Student in Learning-DHH TPEs (DHH 1.1-1.4) UDL Principles and Practices	All Kinds of Minds Neurodevelopmental Framework NAD Bill of Rights for DHH Children Assembly Bill 1836: Deaf Children’s Bill of Rights (CA, 1994) DHH1.1 DHH1.2.DHH1.3 DHH1.4 DHH2.1 DHH2.2 DHH2.3
Week 3	DHH 1.5-1.8	Agarwal & Bain (2019) Introduction Ch. 1 (Discover the power behind power tools) Ch. 2 (Build a Foundation with Retrieval Practice) DHH1.5 DHH1.6 DHH1.7 DHH1.8
Week 4	Creating and Maintaining Effective Environments for Student Learning-DHH TPEs (DHH 2.1- 2.5) Developing Mindsets Reinforcement strategies	14 classroom activities that increase student engagement DHH1.6 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5
Week 5	DHH 2.6-2.9	Agarwal & Bain (2019) Ch. 3 (Empower Teaching with Retrieval Practice Strategies) Ch. 4 (Energize Learning with Spacing and Interleaving) DHH2.6 DHH2.7 DHH2.8 DHH2.9
Week 6	Understanding and Organizing Subject Matter for Student Learning- DHH TPEs DHH3.1-3.8	Agarwal & Bain (2019) Ch. 5 (Engage Students with Feedback-Driven Metacognition) Ch. 6 (Combine Power Tools and Harness your Toolbox) DHH3.1 DHH3.2 DHH3.3 DHH3.4 DHH3.5 DHH3.6 DHH3.7 DHH3.8
Week 7	Newborn Hearing Screening and Early Intervention Programs	Hands & Voices: Maximize your child’s Visual Access Senate Bill 210 SPED: DHH Children: Language Developmental

		Milestones DHH1.3
Week 8	Planning Instruction and Designing Learning Experiences for All Students- DHH TPEs DHH 4.1-4.4	Practical Steps to Writing IEPs: And Writing them Well (Pratt & Dubie) 7 step process to creating standards-based IEPs (NASDE) IEP Guide (US DoE) DHH1.5 DHH1.8 DHH4.1 DHH4.2 DHH4.3 DHH4.4
Week 9	DHH4.5-4.7 Organizing, Scheduling, Unit Planning	Agarwal & Bain (2019) Ch. 7 (Keeping it Real: Use Power Tools to Tackle Challenges, Not Add to Them) Ch. 8 (Foster a Supportive Environment: Use Power Tools to Reduce Anxiety and Strengthen Community) The Special Educators Everything Binder (TPT) DHH4.5 DHH4.6 DHH4.7
Week 10	Assessing Student Learning- DHH TPEs DHH5.1-5.6	DHH5.1 DHH5.2 DHH5.3 DHH5.4 DHH5.5 DHH5.6
Week 11	Teaching and Testing Accommodations and Modifications Grading	Martin & Hauth (2015) Ch. 4 Teaching and Testing
Week 12	Developing as a Professional Educator -DHH TPEs DHH6.1-6.4	Agarwal & Bain (2019) Ch. 10 (Spark Conversations with Parents about the Science of Learning) DHH6.1 DHH6.2 DHH6.3 DHH6.4
Week 13	DHH6.5-6.8	Agarwal & Bain (2019) Ch. 11 (Powerful Professional Development for Teachers and Leaders) DHH6.5 DHH6.6 DHH6.7 DHH6.8
Week 14	Introduction to the Deaf TPA	
Week 15	Individual Fieldwork Evaluation Meetings	
Week 16	Individual Fieldwork Evaluation Meetings	

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