

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF SPECIAL EDUCATION
ADVANCED CLINICAL PRACTICUM IN SPECIAL EDUCATION
DEAF/HARD OF HEARING SPECIALIZATION

SPED 580DHH

College Conceptual Framework
(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.

Course Description

Prerequisites: All credential courses except SPED 563 and SPED 567D, both of which are prerequisites or corequisites for this course. Only one of the two, however, may be taken concurrently with student teaching. The other must be taken as a prerequisite.

SPED 580D is the final special education fieldwork experience for students in the Deaf/Hard of Hearing Specialist Preliminary Credential Program. Candidates complete this experience on-the-job or with a supervising teacher who serves diverse deaf/hard-of-hearing learners. Student teaching consists of one complete semester, full day assignment during which time the candidates gradually assume full responsibility for the complete instructional program if they are not on the job. The candidates are provided supervision and guidance by the supervising teacher or on-site support provider and a University supervisor.

This clinical practice will satisfy 400 hours of supervised fieldwork.

Course Objectives

After completing this course, candidates will be able to:

1. Use and interpret available assessment information and appropriate assessment techniques for deaf students with diverse cultural and linguistic backgrounds;
2. Design and implement individualized intervention programs and/ or individualized family service plans, based on observation and assessment;
3. Create and implement appropriate instructional activities reflecting best practices in content areas based on state standards, that include socio-emotional and cultural development.
4. Manage classrooms effectively, including organization and scheduling;
5. Collaborate and work with families identifying their needs, strengths, and resources, to facilitate the success of deaf students;
6. Assume accountability for establishing, maintaining, and demonstrating the use of assistive technology, as appropriate;
7. Establish, maintain, and monitor an inclusive environment which cultivates language equity for diverse learners to develop and maintain interpersonal relationships;
8. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, **service providers**, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.
9. Evaluate and reflect on own professional practice with the goal of continual professional development;
10. Demonstrate competency of the DHH Teacher Performance Expectations (CTC) as noted on the Deaf Education Fieldwork Evaluation form.

By the end of the semester, the candidate should assume full responsibility for the classroom or program where they are student teaching.

Refer to the Department of Special Education's website and review (a) Student Teaching Handbook and (b) Master Teachers in Deaf Education to become familiar with the role of a student teacher (Master Teachers will be e-mailed a copy).

DISPOSITIONS

The following dispositions have been identified by the Department of Special Education as important qualities of effective teachers. These dispositions, often reflected in the beliefs and values of an individual, are discussed throughout your program, and will be assessed by candidates, their instructors, university supervisors and collaborating/on-site teachers during the student teaching experience.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

- **Commitment to Ethical Practices:** Committed to ethical professional activities that benefit individuals with exceptionalities and their families

FIELDWORK REQUIREMENTS

Observation:

Master Teachers will work daily with the student teacher. Written feedback should be provided 2 times during the student teaching semester. University supervisors will complete a minimum of 5 observations during the semester.

Students are responsible for turning in the observations from their Master Teachers/Support Provider or Master Teachers to their university supervisor.

Evaluations:

University supervisors and Master Teachers will complete evaluations at the midterm and end of the semester. **On the final evaluation, candidates must get an average of “3” (with no scores of “1”) on all competencies in order to pass student teaching.**

Teaching Participation: Candidates must complete a minimum of 16 weeks (1 semester) of all-day participation in an approved program for deaf candidates. By the end of the semester, candidates must demonstrate the ability to plan and teach the full instructional day with proficiency, and must have demonstrated their competency on the Teacher Performance Expectations (TPEs) and California Standards for the Teacher Profession (CSTPs).

DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.5 DHH1.6 DHH1.7 DHH1.8 DHH2.1 DHH2.2 DHH2.3
 DHH2.4 DHH2.5 DHH2.6 DHH2.7 DHH2.8 DHH2.9 DHH3.1 DHH3.2 DHH3.3 DHH3.4 DHH3.5
 DHH3.6 DHH3.7 DHH3.8 DHH4.1 DHH4.2 DHH4.3 DHH4.4 DHH4.5 DHH4.6 DHH4.7 DHH5.1
 DHH5.2. DHH5.3 DHH5.4 DHH5.5 DHH5.6 DHH6.2 DHH6.3 DHH6.4 DHH6.5 DHH6.6 DHH6.7
 DHH6.8 DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.5 DHH1.6 DHH1.7 DHH1.8 DHH2.1 DHH2.2
 DHH2.3 DHH2.4 DHH2.5 DHH2.6 DHH2.7 DHH2.8 DHH2.9 DHH3.1 DHH3.2 DHH3.3 DHH3.4
 DHH3.5 DHH3.6 DHH3.7 DHH3.8 DHH4.1 DHH4.2 DHH4.3 DHH4.4 DHH4.5 DHH4.6 DHH4.7
 DHH5.1 DHH5.2. DHH5.3 DHH5.4 DHH5.5 DHH5.6 DHH6.2 DHH6.3 DHH6.4 DHH6.5 DHH6.6
 DHH6.7 DHH6.8

Weekly Self-Reflections: ALL candidates must reflect **weekly** with their university supervisor via email.

Respond to the following 3 prompts:

1. Describe your week.
2. Identify one or two of the CSTPs/TPEs that you feel were areas of STRENGTH for you this week. Explain the situation and why you felt good about your efforts in this area.
3. Identify one or two of the CSTPs/TPEs that you feel were areas of STRUGGLE for you this week. Explain the situation and why you felt concern about your efforts in this area.

Successful completion of the Deaf TPA:

The **Deaf TPA** is an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing and reflecting. The Deaf TPA focuses on supporting student learning by integrating English-Language Arts. For some candidates, the lesson may be an English/ Language Arts lesson. For other candidates, the lesson may be in another subject area but integrate aspects of English/ Language Arts (e.g., vocabulary instruction in a science lesson). The Deaf TPA

includes one lesson plan, a video segment from that lesson, an analysis of student work, and a reflection on what the candidate learned.

The Deaf TPA addresses all 6 of the Commission Approved CA Teaching Performance Expectations for the DHH Preliminary Credential (DHH TPEs).

The Deaf TPA consists of Tasks that are completed either before or after recording the video. An outline of these Tasks appears below with more detailed descriptions in the sections that follow.

CREDENTIAL REQUEST

Candidates who are completing their professional education requirements at CSU, Northridge may submit their Credential Request during the first few weeks of the final semester of program completion to the Credential Office. The Credential Request form is available online at www.csun.edu/coe/cred under “forms and fliers”. Once the form is received and evaluated by an Analyst, you will be notified of your status. At the end of the semester after successful completion of all requirements, your credential will be recommended to the Commission on Teacher Credentialing electronically. Typically, credentials are granted within two weeks of the electronic submission. Verification by the Credential Office, previously known as C-19’s, are no longer provided due to the quick granting by electronic submission.

Credential Office 818-677-6624 | credprep@csun.edu

Lesson Plan GUIDE
Deaf/Hard of Hearing Specialization

PURPOSE of the lesson:

This is WHY you are teaching this lesson. For example,

- *Knowing/ understanding concepts related to investigation and experimentation are part of the 3rd grade standards.*

Objective:

This is what you want the students to do during the lesson. For example:

- The students will make predictions about the distance the rocket will travel
- The students will compare and draw conclusions about what makes the rocket move farther
- The students will demonstrate/ explain force and motion

Establish INTEREST/ Connect to prior knowledge

This is what you do to get the students interested in what you will be teaching. It can be anywhere from 2 minutes to 10 minutes. It should not be the CORE of your lesson.

10 minutes

On board, write the word *Rocket*. “Tell me what you know about rockets? What makes it go?” Students brainstorm what rocket is and what makes it go. Write on board, “force motion” and explain what they mean. “Force is what causes it and motion is the action. See the pen on the table? If I push it softly, what will happen? Will it fly across the room?” Students reply. “Let’s see what will happen. Push the pen soft (force) and the pen rolls slowly (motion). What will happen if I push the pen harder?” Student replies. Show activity, push the pen harder. “We will be making rockets and see how to make them go far.”

Model and Teach (I do and We do)

(Teacher strategies: think aloud, demonstration, explanation, Include “teacher talk” - what will you say/ do to teach the lesson.

Demonstrate:

Feed the string through the straw.

Tie a popsicle stick to each end, so that the students will have a handle to hold.

Have student pick a balloon of their choice

Determine the rocket's flight path, by having two students hold the ends of the string, and the other student will be the “shooter”.

Attach several pieces of tape to the straw. (This will be used to hold the balloon to the straw.)

Have the “shooter” blow up the balloon and pinch the ends closed rather than tie it.

Continue holding the balloon and attach it to the straw with the tape.

Make Predictions

Ask:

What will happen when we let go of the balloon?

What makes it go?
how far do you think the balloon travel?"
Why do you think that?

Let's See

Let the students release the balloon.
Mark the string with assigned color to determine who went the furthest.

Draw Conclusions/ Confirm predictions, compare results

Ask

Did it go as far as you thought? Why or why not?
Why did _____'s go further than _____? (or shorter)
Can we do something to change how far it goes?
Show different size balloons if needed.

Check

This is how you will determine if you've accomplished the objective for the lesson. Include what you will be "checking for" – what will be your evidence that this was (or was not) a successful lesson?

Show 40 sec movie clip on smartboard of rocket being propelled into outer space. Ask students to show force and motion.
Ask students to summarize what happened with their balloons.

Evidence to look for

Students use the word force in explaining what makes the rocket (or balloon) go.
Students use the word/concept motion for the idea of "go"/ moving because of the force.

Next step/s

This is where you think about what you could (or will) do next to reinforce or generalize the objectives of this lesson to other lessons and concepts.