

ELEMENTARY PRACTICUM HANDBOOK

Onsite Program



JOHN TRACY CLINIC/UNIVERSITY OF SAN DIEGO

2011

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Introduction

This handbook is designed to acquaint the program administrator, the master teacher, the student teacher, and other professionals (audiologist, speech language pathologist) with the goals and procedures of the coursework and practica of EDSP 595P *Practicum in Elementary School Teaching* through the John Tracy Clinic/University of San Diego Teacher Education Program.

The practicum in elementary school is the final course in a sequence of coursework that prepares teachers of the deaf. The coursework takes place over an academic year, and consists of the courses outlined below.

Coursework

STRAND: PERSPECTIVES ON DEAFNESS

EDSP 550 (3) D/HH: Multiple Perspectives

This course provides an introduction to the education of children and youth with a hearing loss, ages birth to twenty-one. It is designed to promote an understanding of the multiple perspectives in deaf education. Topics include the history of deaf education, current research and trends, issues in deaf education, professional resources, and their application to today's child who is deaf or hard of hearing. **Special attention is given to the needs of students who are English Language Learners.**

STRAND: AUDIOLOGY

EDSP 554 (2) DHH: Audiology-Diagnostics

This course focuses on development of an understanding of audiology as it relates to the child with a hearing loss. An introduction of anatomy and physiology, as well as the role of genetics in deafness, will be followed by information on behavioral hearing testing of infants and young children and interpretation of audiograms. The fundamentals of objective tests, such as tympanometry, otoacoustic emissions (OAEs), and auditory brainstem (ABR) testing will also be presented.

EDSP 555 (2) DHH: Audiology-Amplification

This course focuses on development of an understanding of amplification as it relates to the child with a hearing loss. Students will become familiar with the fitting, use, and care of hearing aids, cochlear implants, and Assistive Listening Devices. Issues related to classroom acoustics and wide-area listening systems will also be discussed.

STRAND: LANGUAGE

EDSP 556 (3) DHH: Language in Early Childhood

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years. This course explores the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing can acquire language in a developmental manner. **Knowledge of home and community literacy practices, study of the phonological and morphological structure of English and research in how children, including children who are English Language Learners, learn to read are topics covered in this class.**

EDSP 559 (3) DHH: Language in Elementary School

This course is an extension of EDSP 556 *Language Development for Infants and Children who are Deaf and Hard of Hearing*. Students examine and apply language development principles to school-age children with an emphasis on children whose hearing loss is late identified, or who are delayed in the development of a language system. **Issues related to cultural differences**, assessment, and planning as part of the IEP process, language acquisition in both special day classroom and individual therapy settings, transition into the mainstream, and general education curriculum, outcomes related to sign language, Cued Speech, and the role of families is discussed. Students explore how all this information can be applied in settings where a variety of communication modes is employed. **Students acquire knowledge of linguistic development, first and second language acquisition, and learn how first language literacy connects to second language development.** Assignments on language analysis require a 20-hour field commitment.

STRAND: EARLY INTERVENTION

EDSP 553 (2) DHH: Providing Support to Families

This course is designed to increase students' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. This course includes readings, class discussions, lectures, demonstrations, role plays, **an ethnographic case study of a selected family**, observation in parent support groups; parent guest speakers; parent mentors, students' written reflections about families' experiences; an understanding of the role of the teacher in perceiving and understanding these issues, working collaboratively with families, and **issues relating to diversity**. **Students demonstrate that they can communicate effectively with parents and families, including those from**

culturally diverse backgrounds. Students are assigned a parent mentor, with whom they meet twice during the semester to conduct a feelings-focused interview.

EDSP 552 (3) DHH: Early Intervention Theory

This course provides theory and practical application in early intervention for children who are deaf or hard of hearing, birth to three years old. Family-centered early intervention for children who have been diagnosed with a hearing loss requires an understanding of typical and atypical infant development, knowledge of a variety of appropriate assessments, strategies for guiding parents in natural settings, as well as center-based programs, coordination of services for children with additional challenges, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and **skills to help families from diverse backgrounds.** Students demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family during 15 hours of fieldwork. They become knowledgeable about current theory, practices, and legal requirements to support families with infants and toddlers who are deaf and hard of hearing. This course also prepares students to participate in practicum activities in future coursework.

EDSP 552P (3) DHH: Early Intervention Practicum

This course serves as the fieldwork component to ESDP 550 *Early Intervention with Infants and Children who are Deaf and Hard of Hearing: Birth to Three, and Their Parents*. Following up on the theoretical discussions and observations of EDSP 552 Early Intervention Theory, students gain hands-on experience assessing and teaching in both center-based and one-to-one settings **with parents and infants and toddlers from diverse backgrounds.** Students integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their infants and toddlers during 80 hours of fieldwork. Children with multiple challenges, with different levels of hearing loss, and children who are using a variety of communication modes are included in the caseload of families who will participate in this experience. Opportunities to work alongside and collaborate with experienced parent-infant teachers of the deaf, audiologists, psychologists, and child development specialists are provided.

STRAND: AUDITORY-VERBAL METHODS

EDSP 551 (2) DHH: Auditory-Verbal Foundations

This course provides a foundation in the theory of the acoustic basis for speech perception. The student will learn the major anatomical structures responsible for speech production, determine the role of formants in speech perception, categorize phonemes on the basis of several features, and transcribe speech using the International Phonetic Alphabet. **Students learn organized, systematic, and explicit skills that promote phonemic awareness, phonics, spelling patterns, and sound/symbol codes.**

EDSP 557 (3) DHH: Auditory-Verbal Principles

This course provides an introduction to theory and methods in developing and remediating speech and auditory skills in individuals with hearing loss, from birth to age 21. The student will be able to assess and teach speech production and speech perception, through knowledge of the acoustic basis for speech. Principles of Dr. Daniel Ling's auditory-verbal methods of teaching speech form the basis for the theoretical concepts and practical speech teaching strategies used in the course. Students complete a 10-hour fieldwork commitment in assessing a child's speech and auditory skills. **Students apply knowledge of phonemic awareness, spelling patterns, and sound/symbol codes.**

EDSP 557P (3) DHH: Auditory-Verbal Practicum

This is an advanced course in Auditory-Verbal Therapy, building on the theory and practice from the prerequisite course, EDSP 557, *Auditory-Verbal Principles of Teaching Speech and Auditory Skills to Individuals Who Are Deaf and Hard of Hearing*. The course allows students to practice an Auditory-Verbal diagnostic teaching model during 32 hours of practicum. **Students administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills to school-age individuals, including children from culturally diverse backgrounds. From the assessments, students choose objectives in each area, write lesson plans, choose appropriate materials, and integrate goals in each area into a content-based theme, using literature as a core. Parent skills are also assessed to plan for parent participation, guidance, and education in the laboratory experience.**

STRAND: EARLY CHILDHOOD METHODS

EDSP 558 (3) DHH: Early Childhood Curricula

This course is designed to develop an understanding of educational theories as a basis for creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, **including children from culturally diverse backgrounds.** During a 120-hour fieldwork commitment in a preschool classroom, as well as individual speech and language sessions, students develop an understanding of the service delivery process and placement for preschool children with hearing loss.

EDSP 558P (2) DHH: Early Childhood Practicum

This course is the practicum companion for EDSP 558 *Curriculum Strategies in Early Childhood Settings for Children who are Deaf and Hard of Hearing: Theory and Practice*. This practicum is designed to develop the candidate's standard-based knowledge, skills, and disposition regarding educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, **many of whom are from culturally diverse backgrounds.** Candidates are responsible for creating and implementing early childhood curricula in the practicum setting during an 80-hour practicum commitment in a preschool classroom. **Candidates use strategies**

that support English Language Learners. The focus of the practicum experience is on curriculum, and instructional planning and delivery that addresses the individual needs of students who are deaf and hard of hearing in early childhood settings through the implementation of individual educational plans (IEPs). Theory, practice, and research are integrated into activities designed to provide education specialists with multiple strategies for working with students, parents, paraeducators, and ancillary professionals in early childhood settings.

STRAND: ELEMENTARY METHODS

EDSP 560 (3) DHH: Elementary Curricula

This course is designed to build on students' knowledge of curriculum 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. This course addresses learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve content knowledge in all areas of the curriculum, including language arts, mathematics, social studies, and science. **Students use materials that reflect cultural diversity, materials from a range of genres, and materials that develop English Language proficiency and lead to rapid acquisition of listening, reading, writing, and speaking skills in English comparable to grade level peers.** Students complete a 40-hour fieldwork commitment to assess and plan for children's language and literacy learning.

EDSP 560P (4) DHH: Elementary Practicum

This course is a practicum experience in teaching children who are deaf and hard of hearing in elementary school settings. The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with various types of children who are deaf and hard of hearing, **many of whom come from culturally diverse backgrounds.** The candidate plans instruction for the class based on state-mandated content area standards and IEP goals and objectives during a 300-hour practicum commitment in an elementary-school setting. Theory, practice, and research are integrated into activities designed to provide D/HH education specialists with various strategies and techniques for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of education options. **Students know the purposes, goals, and content of the adopted instructional programs for the effective teaching of and support for English Language Learners.**

Practicum Experiences

Before participating in the elementary school practicum, each student has completed several practicum experiences in the JTC/USD program, as described below. The Program of Study is included in the Handbook.

During the fall term, students are assigned to work with two families who are enrolled in the **John Tracy Clinic Demonstration Home Program** for children birth through 3 and their families. Students meet with these families, including families from culturally diverse backgrounds, for supervised individual lessons twice a week for a 14-week period. They assume the responsibility for evaluating two children in all developmental domains, as well as language, speech, audition, and parent knowledge and skills. The students then write a professional report on their findings. They then plan lessons to meet objectives in language, speech, audition, and parent education. They conduct self-evaluations and are evaluated by their Master Teachers, as well as the course instructor using the *A. G. Bell Auditory-Verbal Therapist Checklist*.

On Fridays during the 14-week Fall term, students assist the Demonstration Home teachers in the **John Tracy Clinic Friday Family School**, which is a center-based parent-infant program for children from birth to age five, including children from culturally diverse backgrounds. Groupings in the three classrooms may be comprised of children with hearing loss from birth to age five, as well as hearing children up to age 5. During this center-based parent-infant program, the students become lead teacher for two days in the Friday Family School program. They plan circle time with child and parent objectives in mind for language, speech, auditory, and cognitive goals, and guide the parents in learning the objectives and how to implement them with their children.

Also in the Fall term, students are involved in the **Clinic's Demonstration Preschool classes, which use the Reggio Emilia project-based approach**. Over a 13-15-week period of guided observation and interaction with the preschool children and their parents two mornings a week, students teach several lessons to a group of preschool children, while guiding their parents. Lessons include circle time, story time, and snack, with a focus on language, speech, auditory skills, and cognitive skills in each lesson. At other times during their day in the preschool, the students are responsible for guiding parents and children in these same skills during less structured periods. Students demonstrate their abilities to communicate effectively with parents and their abilities to draw on the children's prior knowledge and experiences. The students conduct a self-evaluation, and are evaluated by Master Teachers and Teacher Education faculty after each lesson using the *A. G. Bell Auditory-Verbal Educator Checklist*.

In the Spring term, students continue guided observation and interaction in the **JTC Demonstration Preschool** twice a week over the course of the term. Students become the classroom teacher two mornings in the preschool, and are responsible for planning and carrying out all activities, including guiding aides, parents, and other teachers.

Also in the Spring term, students participate in the **Auditory-Verbal Therapy Lab**. Over a nine-week period, they plan and execute individual sessions with two children and their parents, including children and parents from culturally diverse backgrounds, twice a week in language, speech, auditory skills, and cognitive skills. They are

supervised by full-time Graduate Program faculty, both of whom are Certified Auditory-Verbal Therapists.

Before beginning the **Elementary School Practicum** then, students have completed over 200 hours of supervised observation and instruction with children with hearing loss from birth through elementary school, and beyond.

Hours of Practicum

Elementary Practicum takes place in a special day DHH classroom for 9 weeks, as well as in a general education classroom for 1 week. The general education classroom includes a child with a hearing loss who is mainstreamed. Practicum hours at the elementary level total **300**. Hours of practicum in the program are summarized in the table below:

Placement	Hours	Days per Wk	Weeks
DHH Parent-Infant Early Intervention JTC Demonstration Home JTC Friday Family School	190	3	19
DHH Early Childhood Education JTC Demonstration Preschool	110	2	25
Auditory-Verbal Therapy JTC Auditory-Verbal Therapy Lab	32	2	8
Itinerant/Resource Teaching Public and private schools	12	1	3
Observation/Fieldwork in Various Programs Preschool through high school, private, public, clinic, residential, special day class, etc.	40	1	15
Elementary Classroom EDSP 560 Elementary Curricula course General Education/Mainstream student teaching	33	5	1
Elementary Classroom EDSP 568 Elementary Curricula course DHH Student teaching placement	272	5	9
Total Practicum Hours	690		

Students are required to make up all hours missed due to absence for any reason.

Tests Required Before Student Teaching Assignment Begins

- CBEST
- CSET

Mid-Point Evaluation (prior to Elementary Practicum)

Students are reviewed and evaluated in their knowledge, skills, and dispositions prior to their beginning EDSP 560P Elementary Practicum to assure that they are capable of moving forward in the program.

Certificate of Clearance

Besides completing all prerequisite coursework, prerequisite tests, and a midpoint evaluation of knowledge, skills, and dispositions, student teachers have received Certificates of Clearance from the California Commission on Teacher Credentialing, which involves a fingerprint and background check. Copies of the Certificates of Clearance are on file at the John Tracy Clinic.

Collaborative Roles

The elementary school practicum requires the collaboration of all professionals involved in the children's education, including the program administrator, the student teacher, the master teacher, interpreters, the audiologist, the speech language pathologist, the classroom assistant, and the university supervisors.

School Program Administrator's Role and Responsibilities

1. Allow university supervisors access to collaborating professionals:
 - a. Master teacher
 - b. Audiologist
 - c. Speech language pathologist
 - d. Classroom assistants
 - e. Other professionals as appropriate
2. Allow time in the schedule for master teacher's supervision duties
 - a. Preparation of student teacher
 - b. Supervision of student teacher
 - c. Evaluation of student teacher

Master Teacher's Role and Responsibilities

The master teacher has been chosen to direct the student teacher's development because he or she has developed skills as a master teacher, and because he or she is personally committed to training teachers of the deaf. The master teacher's skills include excellence in teaching and the ability to transmit his or her skills to others by

example as well as by direct instruction. Another important skill of the master teacher is the ability to gradually transfer authority to the student teacher as the student teacher's skills develop.

The master teacher's responsibilities include:

1. Supervision of the student teacher on a daily basis
2. Positive and constructive support of the student teacher on a daily basis
3. Positive and construction evaluation of the student teacher on a daily basis
4. Preparing the student teacher to take over all teaching content areas in an organized fashion

University Supervisor's Role and Responsibilities

The university supervisor collaborates with the master teacher in directing the student teacher's development as a classroom teacher. He or she meets regularly with the student teacher and master teacher, at least once a week, or more, if necessary, to assure that the student teacher is progressing in skill development. The supervisor acts as a resource to both the student teacher and the master teacher. The supervisor may provide assistance through observing, advising, instructing, and demonstration in the classroom.

The university supervisor's responsibilities include:

1. Explaining the university requirements
2. Coordinating student teacher's interaction with all personnel
3. Meeting regularly with the master teacher and student teacher
4. Supervising the student teacher about once a week
5. Providing resource information to the master teacher and student teacher
6. Mediating any issues/concerns that arise

Student Teacher's Role and Responsibilities

The student teacher has been chosen for participation in the practicum by a joint recommendation of the faculty of the JTC/USD Teacher Education Program. The recommendation is made based on the student teacher having satisfactorily completed all prerequisite tests, coursework and practica, and receiving a Certificate of Clearance. The student teacher is then deemed ready to begin the process of taking over the responsibility of teaching in a classroom.

The student teacher is responsibilities include:

1. Maintaining a professional demeanor and attitude
2. Completing assignments on time
3. Being prepared to teach daily
4. Self-reflection and evaluation
5. Clear communication with professionals, parents, and children
6. Maintaining organized records and materials for efficient teaching

Goals of the Elementary Practicum

The ultimate goal of the elementary school practicum is to:

1. Prepare the student teacher to be able to assess children's functioning levels in all areas, including children from culturally diverse backgrounds.
2. Design and execute lessons appropriate to each child's functioning levels, using current theory and practice in each curricular area, as well as in the areas of behavior management, and parent support and education
3. Evaluate skills, knowledge, and attitudes of self, children, and parents as members of the educational team

Observation Period

Typically, the elementary school practicum takes place in the spring semester of the student teacher's academic year. The student teacher begins the first week of practicum observing the classroom, taking note of the schedule and classroom routines, getting to know the children, other professionals at the site, the layout of the school site, etc..

During the observation period, the student teacher will collect information on each child to help the student teacher prepare lessons appropriate to each child's level. The student teacher is provided with all information that is available to the classroom teacher. This information includes such things as audiograms, IEP goals, developmental and medical histories, standardized test scores, and any other information usually found in each child's cumulative file.

Practicum Notebook

The information collected, along with the student teacher's lesson plans, is placed in the Practicum Notebook, which is kept in the classroom for use by the student teacher. It is also used by the university supervisor to ascertain whether the student teacher is designing lessons appropriate to each child's functioning. The Notebook serves as a formative and summative evaluation of the student teacher's ability to assess and plan appropriately.

Before placing copies of any information in the Notebook, identifying information is removed from the documents by the student teacher so that the confidentiality of the child is maintained.

The student teacher will carry out observations to obtain information on the children's functioning levels in language, speech, listening skills, reading, writing, math, and other curricular areas. Besides observations, the student teacher will perform assessments in various areas (e.g., Ling Six Sound Test, auditory device listening check, Ling Phonetic

Level Evaluation, Test of Auditory Comprehension, etc.) during this time in order to be more fully prepared for full-time teaching.

The notebook will have the following major divisions/tabs (in this order):

- a. Observation Logs
- b. Divider/tab for each child's information, as listed below
- c. Lesson plans in each area (divider for each area)
- d. Evaluation forms

The student teacher should have the children's information in the notebook completed by the end of the observation period, that is, the student teacher will have at least the following information on each child (in this order, with each child's initials on the tab):

- a. Audiogram (aided and unaided), other audiological tests, 6-Sound Record
- b. Developmental and medical history, and family background
- c. Results of standardized tests (Leiter, WISC, TAC, PPVT, etc.)
- d. Current IEP

During the observation period, the student teacher keeps a log (kept in the Practicum Notebook) on lessons he or she has observed in each curricular area. The student teacher attempts to observe at least one lesson in each curricular area listed on the log. The log of hours is kept in the notebook, along with the class schedule (daily and weekly), the names of the master teacher and aides.

Suggested Sequence of Teaching

The master teacher is encouraged to develop a suggested sequence of teaching for the student teacher that reflects the unique characteristics of his or her classroom.

A suggested sequence of activities follows. This sequence is provided as a guide, collaboratively determined by the master teacher and university supervisor. Some teachers will move faster or slower than this pace. Each successive week's activities are added to the activities of the preceding week.

Week #1

1. Check children's amplification with teacher
2. Perform Ling Six Sound Test on each child, record results (Six Sound Record)
3. Record classroom schedule
4. Record content areas observed in Observation Log
5. Go to lunch with children to observe social interactions
6. Collect information on games to play with children during lunch and a book that would be appropriate to read to the class.
7. Observe art activity in preparation for teaching (if scheduled)
8. Observe story time in preparation for teaching (if scheduled)
9. Begin collecting data on each child for practicum notebook

- a. Language samples
 - b. PLE/phonological analysis
 - c. Auditory skills assessment
 - d. English Language Development goals
 - e. List of each child's devices, settings, 6-Sound responses
10. Observe class and master teacher
 11. Discuss week's recorded observations with master teacher

Week #2

1. Discuss chosen activity with master teacher. Choose one of the following to create a lesson plan for implementing the following week: art, book, game, opening activity.
2. Write up lesson plans for the activity, and turn in the plans for review during the same week.
3. Read a story to the class.
4. Teach the lesson plan that was written up.
5. Do self-evaluation and discuss with master teacher.

The student teacher takes over teaching one lesson and subject area at a time. First, the student teacher participates in guided observations of teaching activities in each curricular area. After observation in one curricular area (e.g., math) the master teacher typically helps the student teacher design an activity in that area, providing written and oral comments to improve the written lesson plan. The master teacher observes the lesson as it is taught and provides written feedback on the student teacher's implementation of the activity.

If the master teacher feels the student teacher is ready, the student teacher then assumes responsibility for that curricular area for the rest of the directed teaching assignment. The master teacher will then introduce another curricular area to the student teacher, supervise the student teacher's instruction, provide feedback, and then give responsibility to the student teacher for that area. By the last two weeks of the practicum, the student teacher has full responsibility for the class, teaching all areas.

Besides responsibility for curricular areas, the master teacher assists the student teacher in taking over classroom management and communications with parents, aides, other teachers, and ancillary professionals (e.g., audiologist, speech pathologist).

In short, the student teacher becomes the teacher of the classroom.

The time span for the elementary school practicum may be extended in particular circumstances, as necessary. A student teacher's illness, tardiness, or the need for more experience in teaching may occasion an extended practicum.

The student teacher must be relieved of teaching duties on certain occasions. For example, graduation ceremonies at the John Tracy Clinic occur in late May, and students are required to be present. The student teacher will also be released one afternoon a week for a seminar at the John Tracy Clinic.

Elementary Practicum Teaching Experiences

The JTC/USD Teacher Education Program requires that student teachers gain classroom experience in several specific areas, including the following:

1. Perform daily checks of devices (implants, hearing aids, FM units and soundfield)
2. Perform daily listening checks with the child, including Ling Six Sound Test
3. Perform assessments as necessary
 - Choose goals in curricular areas, IEP's, etc.
4. Design learning centers
5. Teach a thematic unit
6. Teach all core academic areas
 - Reading/language arts, math, science, social studies, etc.
7. Teach large group lessons
8. Teach small group lessons
9. Teach language (receptive, expressive, pragmatics, syntax, etc.)
10. Teach speech
11. Teach auditory skills
12. Teach cognitive skills
13. Collaborate with ancillary personnel
14. Audiologist, speech pathologist, aide, etc.

The master teacher helps the student teacher establish a working relationship with the audiologist and speech pathologist. Time can be set aside to allow the student teacher to observe and consult with these professionals on particular questions the student teacher has on the audiological and speech/language information collected on each child. This is a valuable opportunity for the student teacher to put his or her classroom learning on audiology and speech/language to practical use. The audiologist and speech pathologist can provide guidance in areas that have only been read about in text books. Letters to the audiologist and speech pathologist are included in the Elementary School Practicum Handbook.

Since assessment is a necessary part of teaching, the student teacher will be involved in on-going assessments in each area, and may do special assessments (language sampling, TAGS, TAC, GAEL, etc) when necessary, for example, in assisting the master teacher in preparing for IEP's or end-of-year reports.

The student teacher considers this assignment a job, and behaves appropriately. Dress should match the master teacher's and be of a professional style (no hats, no

sunglasses in the classroom, no open toe shoes, no midriff tops, no torn jeans). Student teachers will follow professional standards in all areas of dress, deportment (no gum on school property, no hot beverages around children), language, and responsibility. Student teachers are expected to follow the schedule for the master teacher, that is, the student teacher follows the same work hours and days, arriving punctually and prepared. The student teacher attends meetings with the master teacher (IEP's, staff meetings, etc.), and accompanies the master teacher on field trips. The student teacher does whatever the master teacher does.

Supervision by the Master Teacher

The student teacher and the master teacher should conference daily to review the lesson plans for the next day. If possible, the JTC supervisor should meet with the master teacher and student teacher together during the periodic supervisor visits. Otherwise, the JTC supervisor will meet with the master teacher and the student teacher individually.

The master teacher and student teacher should feel free to contact the JTC supervisor at any time. Open communication is encouraged between personnel at the cooperating school and teacher preparation faculty at USD/JTC.

Lesson Plans

All lesson plans are placed in the directed teaching notebook, which remains in the classroom. The master teacher reviews each lesson plan with the student teacher prior to teaching the lesson, and again after completion of the lesson to help the student teacher evaluate his or her performance. Written comments by the master teacher on each lesson plan are encouraged.

The JTC supervisor reviews the lesson plans in the notebook during visits to the classroom. During the visit, the supervisor records comments on the lesson plans and the student teacher's progress.

Evaluation

The student teacher is evaluated throughout the student teaching practicum, as outlined below:

1. Each lesson plan will be evaluated by the master teacher before it is taught by the student teacher. The master teacher will write suggestions or request changes to improve the plan.

2. Each lesson will be evaluated by the master teacher (and the university supervisor, as appropriate), and the student teacher after being taught. Each evaluation is kept in the student teaching notebook.
3. The master teacher evaluates the student teacher on three occasions over the course of the student teaching experience using the “Auditory-Verbal Educator Teaching Behaviors” form. The university supervisor or master teacher may add specific competencies to the form as needed or appropriate for the student teacher.
4. After three weeks of student teaching, the master teacher evaluates the student teacher, using the *Auditory-Verbal Educator Teaching Behaviors*.
5. If the candidate's ratings are below an average rating of 2 during the first evaluation, the candidate is informed that his or her performance must be brought up to an acceptable level.
 - If the candidate's ratings are below a rating of 2 during the second evaluation, the candidate may be asked to withdraw from the student teaching practicum by the university supervisor.
 - A mandatory review process can be put into effect employing USD policies and procedures. A student can also use the usual USD channels of appeal (contacting the instructor, department chair, dean).
6. The student teacher uses the personal mini-videocam (*The Flip*) to tape lessons throughout the student teaching period, using the *Auditory-Verbal Educator Teaching Behaviors* to self-evaluate.
7. At the end of the elementary school practicum, the master teacher and the USD/JTC supervisor perform a final evaluation of the student teacher. The student teacher is videotaped in a lesson that illustrates the integration of all facets of teaching (e.g., differentiated learning, ELL strategies, state standards, integration of language, auditory skills, speech, cognition, etc.). The master teacher, university supervisor, and student teacher evaluate the lesson using the *Auditory-Verbal Educator Teaching Behaviors* form. This form is placed in the student's file, and is used in part to determine the final grade for the course. It is also used as a reference by USD/JTC faculty in the final decision for recommendation or denial of the teaching credential.
8. The elementary practicum may be extended if the student teacher needs more time to meet criterion levels of performance.

Questions/Contacts

Any questions or problems should be directed to the university supervisors at the John Tracy Clinic:

Mary McGinnis, Cand PhD, LSLS Cert AVT
Director, Teacher Education
213 748-5481 x 225
626 676-4686 cell
mmcginnis@jtc.org

Jane Freutel, EdD Cand, CED, LSLS Cert AVT
Assistant Director, Teacher Education
213 748-5481 x 253
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John Tracy Clinic/University of San Diego
Master's/D/HH Credential Program

Dear School Audiologist:

I'd like to introduce _____, who is a student teacher being supervised by _____. The student teacher will be involved with the class from _____ to _____.

One of the goals of the John Tracy Clinic master's/credential program is for student teachers to be able to establish a close working relationship with their school audiologists. To do that, we feel the student teacher must have a working knowledge of concepts, principles, and practices used by the audiologist in his or her work. With these basic concepts in common, the teacher and audiologist can work together to insure that children are functioning optimally with their various devices.

The student teacher's student teaching experience is a valuable opportunity to put into practical use what has only been read about in text books. The student teacher has had practicum experiences at the John Tracy Clinic where he/she has been required to use audiological principles. These practica include:

- Assisting in the sound suite with children's testing
- Interpreting audiograms
- Observing/interpreting tympanograms
- Observing real ear measures, OAEs, ABR, etc.
- Observing cochlear implant surgery, mapping, and rehabilitation
- Performing/interpreting assessments (e.g., Test of Auditory Comprehension)
- Electroacoustic analysis of an aid or FM unit on the Fonix or DSL Verifit
- Daily troubleshooting of FMs, aids, cochlear implants, including:
 - Daily listening checks of equipment
 - Daily Ling 6-sound tests with each child
- Functional assessment of devices (CI, HA, FM, soundfield) in the classroom
- Working with the audiologist to rectify problems
 - Broken cords, dead batteries, etc.
- Determining appropriate aided thresholds
- Determining the use of acoustically-tuned molds
- Determining the interaction of aided thresholds and speech perception

While the student teacher has participated in all of the above activities, he or she needs real world experience to solidify what are still tentative understandings.

It would be of inestimable help if you could assist the student teacher in more fully understanding the above concepts and the role of the school audiologist in these

activities, as well as helping the student teacher understand how the school audiologist interacts with the children's personal audiologists and hearing aid dealers.

The first several weeks, he/she will be observing one day a week, on Fridays. During this time, he/she will be collecting information on each child in order to prepare appropriate lessons in all areas, including teaching auditory skills. The information will remain confidential, and will be placed in the student teacher's notebook, which will be kept in the classroom at all times. Any identifying information will be removed from the documents. Some of the documents required by the student teacher include all audiological testing, including aided and unaided audiograms.

Thank you for your help in preparing the student teacher to become a valuable member of a multidisciplinary team serving children with hearing loss and their families.

Please contact me with any questions or concerns.

Sincerely,

Mary McGinnis, Cand PhD, LSLS Cert AVT
Director, Teacher Education Program
John Tracy Clinic
806 West Adams Blvd
Los Angeles, CA 90007
213 748-5481 voice
213 745-5074 fax
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mmcginnis@jtc.org

John Tracy Clinic/University of San Diego
Master's/D/HH Credential Program

Dear School Speech Language Pathologist:

I'd like to introduce _____, who is a student teacher being supervised by _____. The student teacher will be involved with the class from _____ to _____.

One of the goals of the John Tracy Clinic master's/credential program is for student teachers to be able to establish a close working relationship with their school speech language pathologists. To do that, we feel the student teacher must have a working knowledge of concepts, principles, and practices used by the speech language pathologist in his or her work. With these basic concepts in common, the teacher and SLP can work together to insure that children's speech goals are being met.

The student teacher's student teaching experience is a valuable opportunity to put into practical use what has only been read about in text books. **The student teaching experience is also a valuable opportunity to experience a linguistically and/or culturally diverse classroom where beginning reading is taught.** The student teacher has had theory in the fall semester, and is involved in practicum experiences this spring semester at the John Tracy Clinic where he/she is required to use principles in speech language pathology. These practica include:

- Assessing children's speech, using the Ling approach
- Transcribing children's speech, using IPA symbols
- Evaluating a child's best sense modality for each target based on speech acoustics
- Teaching speech targets using the Ling approach

While the student teacher has participated in all of the above activities, he or she needs real world experience to solidify what are still tentative understandings.

It would be of inestimable help if you could assist the student teacher in more fully understanding the above concepts and the role of the school speech language pathologist in these activities, as well as helping the student teacher understand how the school SLP functions in collaboration with the classroom teacher and other professionals.

The first several weeks, the student teacher will be observing one day a week, on Fridays. During this time, he/she will be collecting information on each child in order to prepare appropriate lessons in all areas. The information will remain confidential, and will be placed in the student teacher's notebook, which will be kept in the classroom at all times. Any identifying information will be removed from the documents. Some of the documents required by the student teacher include all speech testing and IEP goals.

Thank you for your help in preparing the student teacher to become a valuable member of a multidisciplinary team serving children with hearing loss and their families.

Please contact me with any questions or concerns.

Sincerely,

Mary McGinnis, Cand PhD, LSLS Cert AVT
Director, Teacher Education Program
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Auditory-Verbal Educator Teaching Behaviors

ATTACHMENT F: Evaluation of Candidate's Teaching

Name of Candidate:

Date:

Name of Evaluator/Supervisor:

Classroom observation

Individual observation

Number of students:

Age range:

Other relevant information:

Supervisor provides a critical assessment by documenting each area that is applicable for this candidate with specific evidence (description of actions and/or verbal interactions). NA is available as a rating for those skills not applicable to this particular professional. Ratings reflect skill level for each area observed.

1=needs improvement **2**=adequate **3**=superior **NA**= not applicable

Ratings: (N/A, 1, 2, 3)	Listening and Spoken Language Development
	Educator has accurately determined the listening, speech, language and cognitive levels of the students and this is reflected in his/her teaching.
	Educator recognizes communication (attempts) and responds with language model appropriate for the age/developmental level and linguistic level appropriate for the student.
	Educator checks for understanding often and when students do not understand, provide age-appropriate and/or language appropriate repair.
	Educator maintains a balance of teacher-talk and student-talk appropriate for each activity throughout the class period.
	Educator uses many different strategies to elicit spoken language during the observed period.
	Educator uses appropriate questioning techniques at the appropriate level for the students.
	Educator encourages students to ask questions to gain information.
	Educator provides focused and prescriptive spoken language instruction to each student.
	Educator's lesson plan reflects selected short-term objectives in the areas of audition, speech, receptive language, expressive language or cognitive/academic outcomes (circle appropriate areas for this period).

	Educator's reinforcement techniques facilitate student progress and contribute to the student's self-confidence.
	Educator's activities in the classroom provide the children with language practice through the use of a variety of techniques.
	Educator provides speech or language repair strategies with the children.

Ratings: (N/A, 1, 2, 3)	Auditory Development
	Educator demonstrates knowledge and ease of use with all the auditory equipment in use.
	Educator uses a current auditory hierarchy to determine the child's level of listening.
	Educator uses acoustic highlighting to emphasis a word/phrase or auditory target.
	Educator provides ongoing opportunities for using audition throughout the classroom period as well as in individual sessions.

Ratings: (N/A, 1, 2, 3)	Classroom/Therapy Management
	Educator's pacing is appropriate for lesson and age of students.
	Educator secures and maintains students' attention.
	Educator is tuned in to the individual needs of students.
	Educator creates a positive learning environment where students are valued for their contributions.
	Educator uses effective classroom management by handling discipline problems immediately and appropriately.
	Educator uses effective classroom management by meeting the interest and developmental levels of the child.
	Educator maintains a well-organized classroom that is appropriate to the needs of the children.
	Educator demonstrates control of the classroom and conducts the class in an orderly fashion.

	Educator helps students learn to become self-advocates by demonstrating age-appropriate expectations, i.e. reporting when hearing aid/CI is not functioning, asking for clarification, etc.
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Ratings: (N/A, 1, 2, 3)	Lesson Planning and Presentation
	Educator plans lessons appropriate for the students in his/her class based on the Individual Educational Plan (IEP) goals and objectives.
	Educator bases student objectives on current levels and responses to teaching.
	Educator has appropriate records to reflect student progresses.

Candidate has supplied the following: *(Check off)*

- Present level skills for lesson being observed
- Audiologic or speech perception information
- Evaluation of listening and spoken language skills
- Lesson plans

Supervisor's Commendations: _____

Supervisor's Initials:

Supervisor's Recommendations: _____

Supervisor's Initials:

I attest that the information disclosed on this form is correct, accurate, complete and is made in good faith. I understand that the Academy reserves the right to verify any or all information on this application and that any incorrect or misleading information may constitute grounds for rejection of the candidate's application or revocation of my certification.

Required Signatures:

Date

Candidate

Supervisor

JTC/USD Log of Supervised Hours

Student Name _____ Class # _____

Class Title: _____

Date	Time or Hours	Activity	Supervisor's Signature

**John Tracy Clinic/University of San Diego
Deaf and Hard of Hearing Credential Program**

Student Teaching Observation/Evaluation Form

Date _____ Student Teacher _____

Evaluator _____ Master Teacher _____

Theme _____

Goals & Objectives _____

Knowledge/Cognitive _____

Auditory _____

Language _____

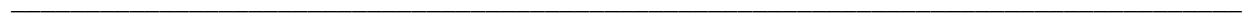
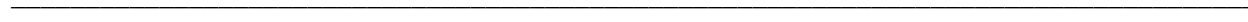
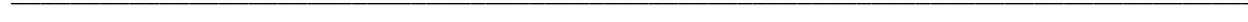
Speech _____

Motor _____

Materials _____



Procedure _____



**John Tracy Clinic/University of San Diego
DHH Program
Lesson Plan Template**

**Including:
California Content Standards, Grade Appropriate Inclusivity, & Diversity Embedment**

VITAL INFORMATION		<i>Candidate's Action Plan</i>
SUBJECT (s):		
TOPIC OR UNIT OF STUDY:	<ul style="list-style-type: none"> • The big idea of what the lesson is about • The main concepts or ideas all students will take away from this lesson. 	
GRADE/LEVEL:		
CONTENT OBJECTIVES:	<ul style="list-style-type: none"> • What students will know related to applicable standards? <ul style="list-style-type: none"> ○ 1) all will know ○ 2) most will know ○ 3) some will know • Challenge question that requires students to use learned concepts to answer a broad question • Relate the learned concepts to experiences the student is likely to encounter. 	
SKILLS OBJECTIVES:	<ul style="list-style-type: none"> • Specific language <ul style="list-style-type: none"> ○ Pragmatics ○ Vocabulary ○ Syntax • Specific auditory skills • Specific speech skills <ul style="list-style-type: none"> ○ Phonetic ○ Phonologic • Specific cognitive skills 	
SUMMARY:	<ul style="list-style-type: none"> • Anticipatory set (motivating, engaging scenario) 	

IMPLEMENTATION		<i>Candidate's Action Plan</i>
LEARNING CONTEXT:	<ul style="list-style-type: none"> • Lesson/unit before this one • Lesson/unit is coming next • Relate to overall course or unit theme (web of lesson map) 	
PROCEDURE:	<ul style="list-style-type: none"> • Steps in lesson • Describe what student will do to be actively engaged in lesson • Instructional strategies to assist teaching and learning of content • Techniques students use to learn, acquire, master and demonstrate understanding • Cooperative or Peer Coaching • Cue-Do-Review format 	
DIFFERENTIATED INSTRUCTION:	<ul style="list-style-type: none"> • How students with special needs use cognitive skills to understand and accomplish lesson goals • Behavioral or special need accommodations to facilitate engagement in lesson • Scaffolding ideas <u>for English Language Learners and English Language Learner with special needs</u> • May include GATE &/or students with undiagnosed learning challenges 	
SAMPLE STUDENT PRODUCTS:	<ul style="list-style-type: none"> • Attached sample of completed student work that illustrates expected content in activity • Completed teacher-created template to indicate types of information expected for passing grade or demonstration of learning • Specific assignment sheet for students to demonstrate their learning outcome 	
COLLABORATION:	<ul style="list-style-type: none"> • Collaborative work • Individual work 	
TIME ALLOTMENT:	<ul style="list-style-type: none"> • Number of class periods • Number of minutes per class 	
COMMENTS & REFLECTIONS:	<ul style="list-style-type: none"> • Instructional or activity delivery information • Support information for aide • Reflection on expected outcomes and observed outcomes • Suggestions to enhance lesson next time • 	

MATERIALS AND RESOURCES		<i>Candidate's Action Plan</i>
INSTRUCTIONAL MATERIALS:	<ul style="list-style-type: none"> • Handouts, web sites, resources, other materials to facilitate student expansion of understanding • Resources assigned to different students on cooperative team • <u><i>Authentic literature, as appropriate, including for English Language Learners</i></u> • <u><i>Reflect cultural diversity</i></u> • <u><i>Include a variety of genres</i></u> 	
RESOURCES:	<ul style="list-style-type: none"> • Resources and materials for teacher, students, aide • References, resources for general education teacher, paraeducator, volunteer, or other adult engaged in activity to motivate, instruct and practice learning • Technology resources & technology literacy required to complete task 	

STANDARDS & ASSESSMENT		<i>Candidate's Action Plan</i>
STANDARDS:	<ul style="list-style-type: none"> • Specific California Content Area Standards (complete reference) by appropriate grade level that students with special needs must master in alignment with CA Standards, high stakes testing, and the <i>No Child Left Behind</i> mandates 	
ASSESSMENT RUBRICS:	<ol style="list-style-type: none"> 1. <i>Big Questions Related to Key Concepts</i> that students will be able to answer as indication of learning considered in terms of 3-tier ability triangle (all, most and some) or HALO (high, average, low and other levels of ability) 2. Rubric for evaluation of performance 3. Required activity individual students need to complete to adequately demonstrate performance-based learning related to lesson content 	

Self Reflection Constructive Criticism Critique: Identify both strengths and weaknesses that you observed during your delivery of the lesson and summative assessment of student learning. Based on your observations, indicate what changes you would make that will enhance the learning experience and teaching experience the next time you teach this lesson. Be specific, and focus on all learners, students with special needs, and students with special needs and English language learning assistance.