

HANDBOOK for PRACTICUM with LEARNERS 5-22

Distance Learning/Intern Program



JOHN TRACY CLINIC/UNIVERSITY OF SAN DIEGO

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Introduction

The John Tracy Clinic/University of San Diego Deaf and Hard of Hearing Graduate Program is the only accredited distance learning program in the United States with a listening and spoken language philosophy.

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 560P DHH: Practicum for Learners 5-22* through the John Tracy Clinic/University of San Diego DHH Graduate Program *Distance Learning/Intern Option*.

EDSP 560P is the final course in a sequence of coursework that prepares teachers of the deaf. The coursework takes place over two years for the Distance Learning/Intern Option. There are two typical candidates for the Distance Learning/Intern Option.

1) Distance Learners Credentialed as Teachers of the Deaf:

One typical candidate is a teacher who has already been credentialed as a teacher of the deaf in another state. This teacher has applied to the JTC/USD Distance Learning/Intern Program to obtain a first (or sometimes a second) master's degree, specifically to gain the knowledge, skills, and dispositions of a teacher confident in working with young children, birth to age 5, and their parents, and to learn how to maximize the children's potential with cochlear implants and other advanced auditory devices. Occasionally, an out-of-state teacher who is not credentialed as a teacher of the deaf will seek a California credential, but that is a rare occurrence. We have had teachers in the program from New Jersey, Pennsylvania, Virginia, North Carolina, Florida, Indiana, Ohio, Missouri, Kansas, Utah, and Washington.

2) Interns (not credentialed as Teachers of the Deaf, but usually have Multiple Subject credential):

The other typical candidate for the Distance Learning/Intern Option is a teacher who usually has a Multiple Subject Credential in the state of California, but has been hired for a DHH teaching placement, either at the elementary or parent-infant level. Sometimes, the candidate will not have a California Multiple Subject Credential, but will have met the basic requirements for a California Intern. The JTC/USD DHH Graduate Program will recommend the candidate for the California Intern Credential upon completion of the pre-service hours in the JTC/USD DHH Graduate Program so that the intern can become teacher of record in the DHH assignment.

Distance Learning/Intern Program Structure

Candidates in the Distance Learning/Intern Program attend two Summer Residencies at the John Tracy Clinic during their two-year program, taking 19 of their 44-unit program onsite, under the direct teaching and supervision of JTC faculty. The rest of their courses (25 units) are taken online through Web CT/Blackboard with JTC/USD faculty while they are engaged in their full-time teaching assignments as a Distance Learner/Intern.

Supervision of Distance Learners/Interns

Each Distance Learner/Intern has a mentor who has been approved by the JTC/USD DHH Graduate Program Director, and who has attended a one-week Mentorship Training at JTC during the Distance Learner/Intern's first Summer Residency. Thereafter, the mentor supervises the Distance Learner/Intern a minimum of one hour a week, providing observation, modeling, coaching, and discussion as appropriate. The mentor completes the JTC/USD DHH Graduate Program Distance Learning Mentorship Form each week and returns it to JTC to communicate the candidate's progress.

Pre-Service Hours

The Distance Learning/Intern Program begins during the first Summer Residency with the required California pre-service hours for the California Education Specialist DHH Credential, including hours in foundational preparation in pedagogy, including classroom management and planning, reading/language arts, specific pedagogy for deaf and hard of hearing, and teaching English language learners.

Program of Study

The Program of Study for the Distance Learning/Intern Program consists of the courses outlined below:

DISTANCE LEARNING/INTERN SUMMER RESIDENCY YEAR 1 (11 UNITS)

EDSP 550 (3) DHH: Multiple Perspectives

This course provides an introduction to the education of children and youth with a hearing loss, ages birth to twenty-two. 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 learners who are deaf or hard of hearing. Candidates produce projects on Universal Design for Learning Principles, Positive Behavioral Intervention and Supports, strategies for English language learners, transition through the age span for the DHH credential, and the delivery of service options available for learners who are DHH birth to age 22. Candidates perform fieldwork hours in a summer program highlighting parent education and sibling education classes, parent support group, preschool education, auditory-verbal therapy, testing in audiology, sensory integration/regulation, language, speech, and listening.

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, and their families. 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, knowledge of Malcolm Knowles' adult learning principles, strategies for coaching and 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, including English language learners. Candidates demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family during 16 hours of observation and fieldwork. They become knowledgeable about current theory and

practices, and legal requirements to support families with infants and toddlers who are deaf and hard of hearing. This course also prepares candidates with the knowledge, skills, and dispositions in foundational pedagogy to participate in practicum experiences in future coursework.

EDSP 552P (3) DHH: Early Intervention Practicum

This course serves as the fieldwork component to *EDSP 552 Early Intervention Theory*. Candidates gain hands-on experience assessing and teaching parents and infants and toddlers from diverse backgrounds. Candidates integrate, plan, and apply their learning from concurrent courses to direct, guided interactions with parents and their infants and toddlers during 40 hours of fieldwork. Candidates' performance is assessed through videotaping analysis throughout the practicum, with a culminating Teaching Event and accompanying documentation, including a rubric, an approved lesson plan, with critique, the instructor's and candidate's evaluation of the session using the *Auditory-Verbal Teaching Behaviors Checklist*, of the A.G. Bell Academy of Listening and Spoken Language, and the candidate's self-reflection.

EDSP 551 (2) DHH: Auditory-Verbal Foundations

This course provides a foundation in the theory of the acoustic basis for speech perception for newborns to adults. The candidate identifies the major anatomical structures responsible for speech production, determines the role of formants in speech perception, categorizes phonemes on the basis of distinctive and acoustic features, and transcribes speech using the International Phonetic Alphabet. The candidate also creates a plan for a classroom setting with an ideal acoustic environment, and identifies differences in regional dialects and how educators demonstrate respect regional differences in speech during assessment and teaching.

ONLINE COURSES YEAR 1

EDSP 554 (2) DHH: Audiology- Diagnostics

This course focuses on development of an understanding of audiology as it relates to the learner with a hearing loss. An introduction of anatomy and physiology, as well as the role of genetics in deafness is followed by information on behavioral hearing testing (e.g., behavioral observation audiometry, visual reinforcement audiometry, play audiometry, etc.) and interpretation of audiograms. The fundamentals of objective tests, such as tympanometry, otoacoustic emissions (OAEs), and auditory brainstem (ABR) testing are also presented.

EDSP 553 (2) DHH: Providing Support for Families

This course is designed to increase candidate's knowledge of 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 topics on various scholars' and practitioners' theories, including Erickson's Theory of Psychosocial Development, Bronfenbrenner's Ecological Systems Theory, and various techniques, including Moses' Theory of ENUF for Grieving, and Luterman's counseling techniques. Candidates engage with the various theories and techniques through readings, lectures, class discussions, demonstrations, videotaped role plays, a case study of a selected family, observation in parent support groups; working with parent mentors, students' written reflections about families' experiences; an understanding of the role of the educator in perceiving and

understanding these issues, working collaboratively with families, and issues relating to diversity.

EDSP 555 (2) DHH: Audiology-Amplification

This course focuses on development of an understanding of amplification as it relates to the learner with a hearing loss. Candidates become familiar with the fitting, use, and care of hearing aids, cochlear implants, and assistive listening devices. Issues related to classroom acoustics and soundfield systems are discussed. Candidates observe several audiological procedures, such as hearing aid fitting, including DSL measures, and cochlear implant mapping. Particular attention is focused on transmitting technical information in a parent-friendly manner.

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 children who are developing typically, and children with a hearing loss, ages birth through five years. This course explores the various theories regarding the nature of language, what we understand about language, how the theoretical perspectives about language acquisition have changed over the years (behaviorist, social interactionist, nativist, second language acquisition theories, etc.), how these changes have influenced research and language programs for learners who are deaf or hard of hearing. With this foundation, the course explores: a) theories that address the development of language (first and second languages) in typically-developing learners, 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. Projects on assessment of language development are completed on early learners. Assessments discussed include informal (language sampling, criterion-referenced checklists on pragmatics, morphology, and syntax, etc.) and formal (standardized tests, such as the PLS-4, ROWPVT, EOWPVT, PPVT, EVT, etc.).

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 adult. The candidate will be able to assess and teach speech perception and speech production through knowledge of the acoustic basis for speech. Principles of Dr. Daniel Ling's auditory-verbal methods of teaching listening and spoken language form the basis for the theoretical concepts and practical speech teaching strategies used in the course. Candidates complete a 10-hour fieldwork assignment in assessing an older learner's speech and auditory skills, and creating lesson plans to address appropriate speech and auditory objectives.

DISTANCE LEARNING/INTERN SUMMER RESIDENCY YEAR 2 (8 UNITS)

EDSP 558 (3) DHH: Early Childhood Curricula

This course is designed to develop an understanding of educational theories (behaviorist, developmental, psychoanalytic, constructivist) and theorists (Skinner, Piaget, Erickson, Vygotsky, Dewey, Montessori, Gardner) as a basis for creating appropriate learning environments, with specific reference to the Reggio Emilia approach, that best meet the needs of preschool children, 3 to 5 years of age.

Candidates 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 *Early Childhood Curricula*. This practicum is designed to develop the candidate's standard-based knowledge, skills, and dispositions regarding educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, who have hearing loss. Candidates are responsible for creating and implementing early childhood curricula in the practicum setting during a practicum in the John Tracy Clinic Preschool classroom using the Reggio Emilia model. The focus of the practicum experience is on curriculum, instructional planning, and delivery that address the individual needs of learners 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, interpreters, and ancillary professionals in early childhood settings. Particular emphasis is placed on the candidate's ability to integrate objectives and strategies in audition, speech, and language for each learner. Candidates' performance is assessed through videotaping analysis throughout the practicum, with a culminating Teaching Event and accompanying documentation, including a rubric, an approved lesson plan, with critique, the instructor's and candidate's evaluation of the session using the *Auditory-Verbal Educator Teaching Behaviors Checklist*, of the A.G. Bell Academy of Listening and Spoken Language, and the candidate's self-reflection.

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. 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. Candidates' performance is assessed through videotaping analysis throughout the practicum, with a culminating Teaching Event and accompanying documentation, including a rubric, an approved lesson plan, with critique, the instructor's and candidate's evaluation of the session using the *Auditory-Verbal Teaching Behaviors Checklist*, of the A.G. Bell Academy of Listening and Spoken Language, and the candidate's self-reflection.

ONLINE COURSES YEAR 2

EDSP 559 (3) DHH: Language in Elementary School

This course is an extension of EDSP 556 *Language in Early Childhood*. Candidates examine and apply language development principles to older language learners, with an emphasis on learners whose hearing loss is late identified, or who are delayed in the

development of a language system. Topics include 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. Candidates explore how all this information can be applied in settings where a variety of communication modes is employed. Assignments on language analysis of an older learner require a 20-hour field commitment.

EDUC 500 (3) Research Design and Methodology

This course focuses the candidate's attention on terminology and applications of various research designs and methods. The candidate reads research in the field critically, and interprets it in light of trends in the field. The candidate designs a research proposal on a research question chosen relevant to the candidate's field of study. The candidate also creates a statement of personal pedagogical philosophy, based on and research-grounded theory.

EDSP 560 (3) DHH: Curricula for Learners 5-22

This course is designed to build on candidate's knowledge of curriculum theories and strategies in the general education setting and apply them to learners from diverse cultural and linguistic backgrounds who have hearing losses. This course addresses learning theory and pedagogical knowledge for the purpose of helping learners with hearing losses achieve content knowledge in all core curriculum areas, including language arts, mathematics, social studies, and science, based on state frameworks and standards. Candidates complete a project based on fieldwork to assess and plan for learners' language and literacy learning, as well as a case study of an 18-year-old learner who requires a transition plan for a vocation/career.

EDSP 560P (4) DHH: Practicum with Learners 5-22

This course is a practicum experience in teaching learners who are deaf and hard of hearing in a classroom setting using core curricula based on state frameworks/standards. The focus is on a systematic sequence of observations, assessments, and applications of various pedagogical approaches in a variety of settings with various types of learners who are deaf and hard of hearing. 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 (for those seeking a California state credential) in a classroom setting. Theory, practice, and research are integrated into activities designed to provide DHH education specialists with various strategies and techniques for working with learners, para-educators, general educators, and ancillary professionals across the spectrum of education options, as appropriate.

Distance Learning/Intern Candidates Seeking a California Credential

Most distance learners who are not seeking a California credential will be able to continue in their teaching assignments if they are involved in classroom teaching. The course requirements for EDSP 560 and EDSP 560P will be fulfilled in the teacher's own classroom. For some distance learners, however, their teaching assignment may not allow them to meet the course requirements. For example, parent-infant teachers would not be able to teach using state-adopted frameworks and standards for core academic curricular areas in working with their students. For those distance learners, another placement for their second year in the JTC/USD Program should have been

part of the original acceptance contract with the program, district, or school sending the distance learner.

For those distance learners seeking the California credential, it is essential that the distance learner/intern experience teaching to state standards, using state-adopted frameworks and textbooks in core academic curricular areas at an academic grade level. If the current teaching assignment for the distance learner/intern does not meet these conditions, special arrangements must be made in consultation with the JTC/USD DHH Graduate Program director in collaboration with the mentor. *This Handbook delineates the suggested sequence of activities that would be followed for an intern who must find another teaching assignment to meet the requirements.*

The California credential standard that relates to field experiences for interns is stated below:

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Intern Program Delivery Model:

This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

Thus, the JTC/USD DHH Graduate Program provides a variety of fieldwork and practicum experiences at various age/grade levels, and embeds activities in coursework for other age/grade levels so the candidate. The majority of the practicum hours for the distance learner/intern are usually obtained in the candidate's daily teaching assignment, at whatever age/grade level that is.

Practicum Experiences

Before participating in EDSP 560P, each Distance Learner/Intern has prepared for the practicum by completing several observation, fieldwork, and practicum experiences in the JTC/USD program:

- Working with Families
 - Parent support groups
 - Parent interview and fieldwork with a parent mentor
- Audiology
 - Audiological assessment procedures
 - Fitting, monitoring, and troubleshooting devices
- Birth to Three
 - Assessment procedures for child and parent
 - Creating learning activities for child and parent objectives
 - Guiding parent to take over learning activities
- Preschool
 - Assessment procedures for child and parent
 - Creating learning activities for child and parent objectives
 - Guiding parent to take over learning activities
- Auditory-Verbal Therapy
 - Assessment procedures for child and parent
 - Creating learning activities for child and parent objectives
 - Guiding parent to take over learning activities

Certificate of Clearance

Besides completing all prerequisite coursework, student teachers in California have received Certificates of Clearance from the California Commission on Teacher Credentialing, which involves a fingerprint and background check, prior to being assigned to classroom duties as an intern teacher. Certificates of Clearance are available for viewing on the CTC website at www.ctc.ca.gov. The student who already has a California multiple subject credential in regular education has passed the background check.

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, the audiologist, the speech language pathologist, the classroom assistant, and the university supervisors.

School Program Administrator's Role and Responsibilities

1. Allow university representatives 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/mentor has been chosen to direct the student teacher's development because he or she has the appropriate DHH credential, three years of experience, and 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

Course Instructor's Role and Responsibility

The course instructor is an adjunct faculty member of the JTC/USD DHH Graduate Program. The course instructor supports the student teacher throughout the practicum with specific assignments in the co-requisite course, *EDSP 560P DHH: Practicum with Learners 5-22 (4)*.

The course instructor's responsibilities include:

1. Clearly informing the student and school personnel of the course requirements
2. Leading the student teacher through course assignments that prepare the teacher to take over teaching duties
3. Providing support to the teacher throughout the practicum
4. Evaluating the student teacher on assignments and teaching skills

University Representative's Role and Responsibilities

The university representative collaborates with the master teacher in directing the student teacher's development as a classroom teacher. She confers with the student teacher and master teacher 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 university representative may be the mentor for the Distance Learning student. The mentor has already been vetted and approved as a mentor for the student.

The university representative's responsibilities include:

1. Explaining the university requirements clearly
2. Facilitating interaction among the master teacher, student teacher, mentor, and practicum course faculty, as necessary
3. 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 coursework and practica, and receiving a Certificate of Clearance or California credential (if in California). The student teacher is then deemed ready to begin the process of taking over the responsibility of teaching in a classroom.

The student teacher's 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. Communicating clearly and sensitively with professionals, parents, and children
6. Maintaining organized records and materials for efficient teaching

Goals of Student Teaching

The ultimate goal of the practicum is to:

1. Prepare the student teacher to be able to assess children's functioning levels in all areas
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. Evaluation of skills, knowledge, and attitudes of self, children, and parents as members of the educational team
4. Integration of best practice in facilitating objectives for each child in audition, speech, and language throughout the curriculum throughout the day
5. Integration of evidence-based practices in differentiated learning, ELL strategies, teaching to state standards and frameworks

Sequence of Teaching and Practicum Notebook

Typically, the elementary school practicum takes place in the spring semester of the student teacher's last academic year. If the student teaching practicum does not take place at the student's home school site, the student teacher may begin observing the classroom one day a week, usually all day (according to the particular school's schedule), for a period of several weeks, beginning in January. The observation days allow the student teacher to become acquainted with the children, the master teacher, the schedule, and other classrooms routines.

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.

Before placing such information in the student teaching 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 directed observations to obtain information on the children's functioning levels in language, speech, listening skills, reading, writing, math, and other curricular areas. Besides guided observations, the student teacher will perform assessments in various areas (e.g., Ling Phonetic Level Evaluation, Test of Auditory Comprehension, etc.) during this time in order to be more fully prepared for full-time teaching.

All the information collected, along with the student teacher's lesson plans, is placed in a 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 will have the following divisions/tabs (in this order):

1. Supervised Hours Log
2. Divider/tab for each child's information, as listed below
3. Lesson plans in each area (divider for each area)
4. Evaluation forms

The student teacher must 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):

1. Audiogram (aided and unaided), other audiological tests
2. Developmental and medical history, and family background
3. Results of standardized tests (Leiter, WISC, TAC, PPVT, etc.)
4. 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.

Also in the notebook is the log of hours kept by the university supervisor, the class schedule (daily and weekly), the names of the master teachers and aides.

A suggested sequence of teaching follows. These are designed to ease the student into the class routine. Each successive week, 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. Choose a child for a case study

8. Observe art activity in preparation for teaching (if scheduled)
9. Observe story time in preparation for teaching (if scheduled)
10. Begin collecting data on each child for practicum notebook
11. Observe class and master teacher, using guided observation form
12. Discuss day'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 next week: art, book, game, opening activity.
2. Write up lesson plans for the activity, and turn in the plans for review by Week 3.

Week #3

1. Read a story to the class.
2. Turn in lesson plan for next week, and discuss.
3. Teach in the afternoon.
4. Write opening lesson and discuss with master teacher

Week #4

1. Teach an art activity to the class.
2. Turn in and discuss next week's lesson plan.
3. Conduct self-evaluation with master teacher.
4. Teach in the afternoon.

Week #5

1. Teach an art activity to the class.
2. Turn in and discuss next week's lesson plan.
3. Teach opening lesson.
4. Observe and record ideas on Math lessons

Week #6

1. Turn in and discuss next week's lesson plan.
2. Teach opening and a song.
3. Observe and record ideas on Reading lessons.

Week #7

1. Conduct a TAC on chosen student with supervision.
2. Discuss thematic unit preparation with master teacher.
3. Teach opening, song, and one other activity: art, PE, etc.
4. Observe and record ideas on Social Studies lessons.

Week #8

1. Conduct a PLE on chosen student with supervision.
2. Present thematic unit outline to master teacher and evaluate.
3. Teach opening, art, song, book, game, etc.

Week #9

1. Complete language sample on chosen child.
2. Discuss and finalize time line for thematic unit.
3. Teach all areas previously taught as listed above.

Full-Time Student Teaching

After the Observation Period, the student teacher should have finished all USD coursework, except for student teaching, so he or she may begin full-time participation in the directed teaching classroom. Full-time participation usually spans eleven weeks, which includes one week of spring vacation, if the directed teaching classroom takes vacation at that time.

The time span for the elementary school practicum may be extended in particular circumstances, as necessary. Extensions may be needed because of illness, or if the student teacher needs more experience in the elementary school classroom.

The student teacher participates in a **seminar** one day a week during full-time directed teaching to help the student reflect on his/her practice, and to receive guidance from the university representative/mentor. The seminar hours are counted as part of the student teaching hours.

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.

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.

Student Teaching Experiences

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

- Perform daily checks of devices (implants, hearing aids, FM units and soundfield)
- Perform daily listening checks with the child, including Ling Six Sound Test
- Perform assessments as necessary
 - ✓ Choose goals in curricular areas, IEP's, etc.

- Design learning centers
- Teach a thematic unit
- Teach all academic areas
 - ✓ Math, reading, science, language, social studies, etc.
- Teach large group lessons
- Teach small group lessons
- Teach language (receptive, expressive, pragmatics, syntax, etc.)
- Teach speech
- Teach auditory skills
- Teach cognitive skills
- Collaborate with ancillary personnel
 - ✓ Audiologist, speech pathologist, aide, etc.

A sample schedule of gradual assumption of responsibilities follows. The exact subjects will vary, depending on the age of the children, and the curriculum.

	Observe	Teach
Week 1	Reading (and other areas)	Areas already taught on Fridays
Week 2	Language Arts	Reading
Week 3	Math	Language Arts
Week 4	Social Studies	Math
Week 5	Science (Student #1 thematic unit begins)	Social Studies
Week 6	PE (Student #2 thematic unit begins)	Science
Week 7	Art and Music	PE
Week 8	All subjects	
Week 9	All subjects	
Week 10	All subjects	

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 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. 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 weekly visit. 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.
1. After three weeks of student teaching, the master teacher evaluates the student teacher, using the *Auditory-Verbal Educator Teaching Behaviors*.
2. 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).
3. 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.
4. 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.
5. 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 DHH Program directors at the John Tracy Clinic:

Mary McGinnis, Cand PhD, LSLS Cert AVT
Director,
John Tracy Clinic/University of San Diego DHH Graduate Program
213 748-5481 x 225
mmcginnis@jtc.org

Jane Freutel, EdD, CED LSLS Cert AVT
Assistant Director
John Tracy Clinic/University of San Diego DHH Graduate Program
213 748-5481 x 253
jfreutel@jtc.org

**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
John Tracy Clinic/University of San Diego DHH Graduate Progra
John Tracy Clinic
806 West Adams Blvd
Los Angeles, CA 90007
213 748-5481 voice
213 745-5074 fax
213 747-2924 tty
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 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
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**John Tracy Clinic/University of San Diego
DHH Teacher Education Program**

Auditory-Verbal Educator Teaching Behaviors Checklist

Supervisor's Evaluation of Applicant's Teaching

This is designed for direct service. Other areas could be observed and count toward the hours in related areas.

Name of Teacher/Clinician _____ Date _____

Name of Evaluator/Supervisor _____ Title: Instructor/Supervisor
 Master Teacher
 Self-Evaluation

Classroom observation Individual observation

Number of students _____ Age range _____

Other relevant information _____ Averaged Score _____

Superior 90-100 4	Adequate 80-89 3	Needs Improvement 70-79 2	Fail 69 and Below 1
Behaviors usually present and performed with proficient skill	Behaviors may be present, but are inconsistent and/or performed with intermediate skill	Behaviors present occasionally and/or performed with beginning skill	Behaviors not present, and/or performed inadequately, even after repeated coaching

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, provides 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.
	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.
	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.
	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.
	Professional Dispositions
	Deals honestly, sincerely, warmly, sensitively and respectfully with diversity in parents, caregivers, children and colleagues.

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:

Supervisor _____

Candidate _____

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><i>for English Language Learners and English Language Learner with special needs</i></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.