

PRACTICUM FOR SCHOOL AGE LEARNERS

Onsite Program

HANDBOOK

STUDENT TEACHERS AND UNIVERSITY INTERNS

MOUNT SAINT MARY'S UNIVERSITY JOHN TRACY CENTER

2021

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Introduction

This handbook is designed to acquaint the program administrator, the master teacher, the student teacher, and other professionals the goals and procedures of the coursework and practicums of EDU 239B DHH: *Practicum with Learners 5-22* through the Mount Saint Mary's University/John Tracy Center DHH Graduate Program. The school-age practicum is the final course in a sequence of credentialing 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

EDU 233 DHH: Multiple Perspectives (2)

This course is an introduction to the education of learners with a hearing loss. It is designed to promote an understanding of the multiple perspectives and philosophies in deaf education, the positive contributions of Deaf role models and the range of services available to deaf children and their families. Topic areas include the history of special education specifically deaf education, current research in evidence-based teaching practices, universal design for learning, common accommodations, and modifications to meet the linguistic, cognitive, social and emotional needs of deaf students who may also be English learners and trends in deaf education. It introduces strategies for coordinating, collaborating, and communicating effectively with a variety of agencies involved in meeting the needs of learners and their families.

STRAND: AUDIOLOGY

EDU 236A DHH: Audiology - Diagnostics (3)

This course focuses on the development of an understanding of hearing technology as it relates to the child with a hearing loss. Candidates become familiar with the fitting, use and care of hearing aids, cochlear implants, auditory brainstem implants, and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems are also discussed with focus on evidence based practices in technology and trends in education that enable learners to access their education.

EDU 236B DHH: Audiology – Hearing Technology (3)

This course focuses on the development of an understanding of hearing technology as it relates to the child with a hearing loss. Candidates become familiar with the fitting, use and care of hearing aids, cochlear implants, auditory brainstem implants, and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems are also discussed with focus on evidence based practices in technology and trends in education that enable learners to access their education.

STRAND: LANGUAGE & LITERACY

EDU 237 DHH: Language and Literacy (3) This course is designed to develop an understanding of the nature of language by examining the theoretical perspectives of language acquisition and how they influence language and literacy learning of deaf students, specifically, those who utilize twenty-first century hearing technology. It examines typical and atypical language development in children with a focus on the effects of hearing loss on language development and its consequential relationship to literacy. It provides experiences in the design of high expectation learning environments to maximize progress in language and literacy utilizing universal design for learning, accommodations, modifications and strategies such as translanguaging to construct accessible learning experiences that support conceptual knowledge and theory of mind to assist students access to core curricula.

EDU 289: English Learners: Supporting Educational Equity (2)

This advanced course for teachers focuses on the delivery of specialized instruction for English learners to support equity in access to the core curriculum. Teachers will become knowledgeable about instructional programs, school organizational structures, and resources designed to meet the needs of English learners particularly those in their own district. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will use assessments of English learners such as the California English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course assignments require application of principles in the teacher's current teaching context

STRAND: EARLY INTERVENTION

EDU 235A DHH: Early Intervention Theory (3)

There are three main components in this course: to increase educators' knowledge in working with families of children with special needs, including hearing loss, based on the theories and practice of psychologists Ken Moses and David Luterman; theory and practical application in family-centered early intervention for birth to three; and preparation of students to participate in practicum activities for future coursework through observation in fieldwork hours. Topics include theories of adult learning principles, parent coaching, early intervention strategies in natural settings, typical and atypical infant-toddler development, use of a variety of appropriate assessments, as well as center-based programs, coordination of services for children with additional challenges and sensory processing disorders, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Students will demonstrate knowledgeable of current theory, practices and legal requirements (IDEA, IFSP, transition planning, etc.) to support families with infants and toddlers. A 44-hour fieldwork commitment in a center-based program is required in order to complete the assignments and meet the performance-based competencies for this course.

EDU 235B DHH: Early Intervention Practicum (2)

Students gain hands-on experience assessing and teaching in both center-based and one-to-one settings with parents, infants and toddlers from diverse backgrounds, including English Language Learners. Students integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their infants and toddlers. Children with multiple challenges, with different levels of hearing loss, children who are English Language Learners, and children who are using a variety of communication modes are included in the caseload of

families who participate in this experience. Candidates must complete the Observation/Practicum Hours Log for each special education methods course completed.

EDU 229 DHH: Best Practice in Supporting Families (1.5)

This one-week course is designed to increase educators' 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. Educators will demonstrate their knowledge and skills in supporting the grieving process through use of specific counseling techniques within an educational role. Student practicum will involve presenting parent classes containing best instructional practices as identified through current research methods via lecture/workshop to educate, facilitate parent discussions, and practice intervention strategies parents can utilize at home with their young children with hearing loss. The parent class will consist of a prepared presentation, related video demonstrations, and succinct handouts. The practicum will also include participation and 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.

STRAND: LISTENING AND SPOKEN LANGUAGE

EDU 234A DHH: Theory – Listening and Spoken Language (3)

This course provides a foundation in the research basis for the auditory-verbal approach to supporting the listening and spoken language development of children with hearing loss, beginning with the theory of the acoustic basis of speech perception. The student will demonstrate knowledge of the speech mechanism, determine the acoustic accessibility of phonemes using audiograms, and categorize phonemes and transcribe speech using the International Phonetic Alphabet. Tools and strategies for evaluating, developing, and remediating speech and listening skills are demonstrated.

EDU 234B DHH: Practicum Listening and Spoken Language (2)

Candidates practice a listening and spoken language diagnostic teaching model with learners and their families over an extended supervised practicum. Candidates administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills to children with hearing loss. Based on the assessments, candidates design and implement engaging sessions in each developmental domain, writing lesson plans, choosing appropriate materials, and integrating objectives in each area into a content-based theme, using literature as a core. Candidates also assess family skills to plan for caregiver participation, guidance, and education in the sessions, using adult learning theory principles and parent coaching models learned in previous courses.

STRAND: EARLY CHILDHOOD METHODS

EDU 238A DHH: Early Childhood Curricula (3)

This course is designed to train graduate students how to effectively create quality curriculum plans and strategies in early childhood education environments with children who are deaf/hard of hearing, ages 3-5 years. Specific areas of study will include the following topics: child development theory, assessment, and development of fine and gross motor skills, social/emotional skills, cognitive skills, language development, strategies for English learners, preschool routines, creating theme-based curricula, a listening and spoken language learning

environment, practice of audiological management, development of auditory skills in a classroom, writing and implementing activity plans in the preschool classroom, how to support effective language and cognitive development for all learners, how to analyze and apply current research. A 32-hour fieldwork commitment in a preschool classroom is required in order to complete the assignments and meet the performance-based competencies for this course.

EDU 238B DHH: Practicum Early Childhood (2)

This course is the practicum companion to EDU 238A DHH: Early Childhood Curricula. This practicum develops the student's standard-based knowledge, skills, and dispositions related to educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, including children with hearing loss. Candidates are responsible for creating and implementing early childhood curricular standards in the practicum setting based on the Reggio Emilia model of preschool education. The focus of the practicum experience is on curriculum, instructional planning, and delivery that addresses the individual needs of students with hearing loss and typical hearing in early childhood settings. 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. This course stresses the implementation of individual educational plans (IEPs). Seminar time assists the student to prepare lesson plans and activities to implement during the practicum. A 24-hour practicum commitment in a preschool classroom is required in order to complete the assignments and meet the performance-based competencies for this course.

STRAND: SCHOOL AGE

EDU 239A DHH: Curricula for Learners 5-22 (3)

This course builds on students' knowledge of curriculum theories and strategies in the general education setting and their application to children and youth from diverse cultural and linguistic backgrounds who have hearing losses. Topics address learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve standards in core areas of the curriculum, including language arts, mathematics, social studies and science. Transition planning and resources for older children/youth is discussed. The course will focus on ways of supporting parents, general education teachers, paraprofessionals and other team members, including how to use community resources and technology to promote the development of children's learning and thinking.

EDU 218 DHH: Transitioning teens and young adults (1.5)

This course examines the specific linguistic, cognitive, social emotional needs of teens and young adults who are deaf or hard of hearing and to identify ways to connect subject matter to experiences that include positive deaf role models. A focus is on individual student's need to engage in their educational plan and communicate proficiently in their language(s) of choice. This seminar course will prepare students to utilize a variety of assessment tools to develop IEP and ITP goals so as to differentiate instruction for learners enabling teen and young adult learners to access the core curriculum and develop appropriate post-secondary plans to include ongoing opportunities for safe, meaningful social interactions between language model peers and adults who are deaf as appropriate to each student's identity. This course requires 10 hours of field work.

EDU 239B DHH: Practicum with School Aged Learners

This course is a practicum experience in teaching children ages 4-22 who are deaf and hard of hearing in a variety of school and LRE educational 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*. Fieldwork is accomplished in settings that include the range of services offered to students with hearing loss and within the LRE. Candidates plan instruction for the class based on state-mandated content area standards and IEP goals and objectives during a 450-hour practicum commitment in a setting best suited to each candidate's needs. Theory, practice, and research are integrated into activities designed to provide D/HH education specialists with various strategies and techniques for working with students, para-educators, general educators, and related service 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 as students who may have an additional disability.*

STRAND: MULTIPLE DISABILITIES

EDU 208B Responsive Teaching for All Learners (1.5)

Candidates apply the principles of learning to assess student abilities and inabilities. Once identified, candidates match interventions that assist struggling students and enhance their ability to learn and perform effectively. Higher order thinking skills are applied to instructional content and candidates learn to build constructive relationships with all students within the practice of a cooperative learning environment.

EDU 219 DHH: Seminar in children and youth who are deafblind (1.5)

This course is a seminar led by professionals in the field introducing deafblind as a unique disability requiring specialized assessment and teaching strategies. Students will understand the development of the eye and the ways in which the degree of deafblindness impacts educational access. The seminar provides suggestions for strategies to encourage the active participation of students in educational activities and the role that multiple communication partners play in the everyday life of deafblind students. The importance and relevance of coordinating, collaborating, communicating and partnering with other agencies, parents, teachers and service providers will be examined. This course requires 10 hours of field work.

EDU 279 Supporting Students with Neurological Disorders (3)

Advanced level educators design and implement an educational program for students identified within the paradigm of neurodevelopment or genetic disorders. Candidates learn to address the unique needs associated with motor abilities, sensory integration, cognitive processing, communications skills, behavior, and academic/social performance. Candidates gain the skills to supplement and coordinate the learning and functioning environments for student impairments and delays. (This course is required for the ASD Authorization.)

Practicum Experiences

EARLY FIELDWORK

Before participating in the elementary/ school age practicum, each student has completed several practicum experiences in the MSMU/JTC program, as summarized below.

1. Graduate students are involved in the **Center's Demonstration Preschool classes**. 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 movement program, with a focus on language, speech, auditory skills, and cognitive skills in each lesson. 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 *Listening and Spoken Language Behaviors Checklist*.

2. On Fridays during the 16-week Fall semester 1, Graduate students work with the Early Intervention teachers, alongside the interdisciplinary cohort of doctorate of audiology scholars in the John Tracy Center Friday Family School, which is a center-based parent-infant program for children from birth to age three and includes families from culturally diverse backgrounds as well as children who may in addition to deafness have additional disabilities identified or not. 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.

3. Program visitations begin in the Fall semester 1 and continue to Spring semester 1. During these planned opportunities, the grads visit and observe a variety of programs that serve children and students in general education programs as well as special education programs, with a focus on programs that serve children/ students with hearing loss as well as children who are English learners. The Early Fieldwork includes visits to DHH programs, transition programs, deafblind programs, Advanced Bionics, and shadowing itinerant teachers serving a range of students birth to 21 years.

** During the COVID 19 pandemic school/ program visitations were limited due to district/ program protocols.*

SUPERVISED CLINICAL PRACTICUM

SPRING SEMESTER 1

1. Graduate students continue guided observation and interactions in the JTC Demonstration Preschool and are then assigned 2-consecutive days to plan and assume the lead role as the classroom teacher. Lesson plans are created and approved by the supervising faculty and

classroom teacher before the selected grad students in pairs assume responsibility as lead and co teachers in the JTC Demonstration Preschool. After this assignment the scholars are debriefed and evaluated using *Listening and Spoken Language Behaviors Checklist*.

2. Grad students are assigned to work with two families who are enrolled in the **John Tracy Center 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 an 11-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 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 *Listening and Spoken Language Behaviors Checklist*.

3. Grad Students participate in the **Listening and Spoken Language Intervention Lab**. Over a 14-week period, they plan and execute individual sessions with two children and their parents, including children and parents from culturally diverse backgrounds, once a week in language, speech, auditory skills, and cognitive skills. They are supervised by Certified Listening and Spoken Language Specialists (LSLS), Cert. AVT or AVEd.

4. In the Summer semester grad students who are part of an interdisciplinary partnership with CSULA participate in a 6-day camp for toddlers. During this weeklong practicum, grad students, supervised by faculty, design a program in which they, along with CSULA scholars, are responsible for the planning of hearing technology checks, parent points, circle time songs and activities for very young children. Additionally, they co-deliver/ participate in didactic workshops for parents with themes such as *emergent literacy strategies*.

Before beginning the **School Age Practicum**, (student teaching or university intern) students complete over 200 hours of supervised observation and instruction with children with hearing loss from birth through elementary school, and beyond.

STUDENT TEACHING

The school age practicum (EDU 239B) takes place in variety of LRE settings in which students who are deaf or hard of hearing are placed. As part of this experience grad scholars:

- Observe students who are placed in a sign language program
- Observe students who are placed in general education program
- Spend at least 10 weeks in a deaf and hard of hearing program in which they gradually take over teaching responsibilities for at least 4 weeks.

The following table outlines practicum experiences:

EARLY FIELDWORK Fall & Spring semester 1	Hours
DHH Parent-Infant Early Intervention JTC Demonstration Home JTC Friday Family School	46
DHH Early Childhood Education JTC Demonstration Preschool	48
Itinerant/Resource Teaching Public and private schools	12
Observation/Fieldwork in Various Programs Preschool through high school, private, public, Center, residential, special day class, etc.	50
	156 total
SUPERVISED CLINICAL PRACTICUMS Spring semester 1 and Summer semester	Hours
Listening and Spoken Language Intervention JTC/ or via tele-intervention	40
DHH Parent-Infant Early Intervention JTC Demonstration Home	11
DHH Early Childhood Education JTC Demonstration Preschool	11
Elementary Classroom EDU 239A Curricula for Learners 5-22 course General Education/Mainstream student teaching	30
Elementary Classroom EDU 239A Curricula for Learners 5-22 course Total Communication DHH Classroom	30
Elementary Classroom EDU 239B Practicum with Learners 5-22 DHH Student teaching placement	350
	470 total
Total Practicum Hours	628

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 Practicum with Learners 5-22)

Students are reviewed and evaluated in their knowledge, skills, and dispositions prior to their beginning EDU 239B Practicum with Learners 5-22 to assure that they can move 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 Center.

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.

ADMINISTRATIVE RESPONSIBILITIES AT SCHOOL SITE AND MENTORSHIP

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:

- Supervision of the student teacher
- Positive and constructive support of the student teacher
- Positive and construction evaluation of the student teacher
- 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 help through observing, advising, instructing, and demonstration in the classroom.

The university supervisor's responsibilities include:

- Explaining the university requirements
- Coordinating student teacher's interaction with all personnel
- Meeting regularly with the master teacher and student teacher
- Supervising the student teacher at least 6 times during the duration of the placement
- Providing resource information to the master teacher and student teacher
- 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 MSMU/JTC Teacher Education Program. The recommendation is made based on the student teacher having satisfactorily completed all prerequisite tests, coursework and practicums, 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 239B Practicum

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, 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

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 informal or formal assessments in various areas (e.g., LMH 10 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
- e. Handouts from Instructor and Master Teacher

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, 10-Sound Test 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, and the master teacher's contact information.**

Suggested Sequence of Teaching

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

A suggested sequence of activities follows. The sequence that follows below is provided as a guide. The actual sequence will be collaboratively determined by the master teacher and university supervisor. Some student 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 listening technology with teacher
2. Perform LMH 10 Sound Test on each child, record results (10 Sound Test 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, 10-Sound Test 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 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 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 Center occur in late May, and students are required to be present. The student teacher will also be released one afternoon a week for seminar at the John Tracy Center.

Elementary Practicum Teaching Experiences

The MSMU/JTC 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 LMH 10 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 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 textbooks. 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, CASLLS, 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, or excessive jewelry). Student teachers will follow professional standards in all areas of dress, deportment (no gum on school property, no hot beverages around children), language, and responsibilities. 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 at the master teacher's discretion.

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 MSMU/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:

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. Each lesson plan will reference the CA Common Core state standards being addressed in instruction.

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.

The master teacher **formally** evaluates the student teacher on two occasions over the course of the student teaching experience. The mid-semester evaluation is done 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. The final evaluation is done using the MSMU Education Specialist Credential, DHH Supervised Teaching Feedback Form.

If the candidate's ratings are below an average rating of 3 during the first evaluation, the candidate is informed that his or her performance must be brought up to an acceptable level and a second short semester formal evaluation must be done to ensure improvement is documented.

- If the candidate's ratings are below a rating of 3 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 MSMU policies and procedures. A student can also use the usual MSMU channels of appeal (contacting the instructor, department chair, dean).
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2. The student teacher uses a video technology to record a lesson and to reflect on their growth over their student teaching/ intern stint. The candidates will use the *Auditory-Verbal Educator Teaching Behaviors* to self-evaluate the integration of the identified skills into their lesson delivery.
 3. At the end of the elementary school practicum, the master teacher and the JTC/ MSMU 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 MSMU Education Specialist Credential, DHH Supervised Teaching Feedback form. This form is uploaded to Canvas and it is also used as a reference by MSMU/JTC faculty in the final decision for recommendation or denial of the teaching credential.
 4. The elementary practicum may be extended if the student teacher needs more time to meet criterion levels of performance and/or needs to make-up days of absence.

Questions/Contacts

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

Bridget Scott-Weich, EdD, NBC, LSLS Cert. AVEd
Director of Graduate Programs and Administration
DHH Graduate Program
213 863-9984
213 748-5481 x 350
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**Mount St. Mary's University/John Tracy Center
DHH Teacher Education Program**

**EDU 239B DHH: Practicum with Learners 5-22
MID/FINAL EVALUATION
Listening and Spoken Language Behaviors Checklist**

Name of Teacher/Clinician: _____ **Date:** _____

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

Classroom Observation Individual Observation Mid Evaluation Final Evaluation

Number of Students: _____ **Age Range:** _____

Other Relevant Information: _____ **Averaged Score:** _____

Superior 4	Adequate 3	Needs Improvement 2	Fail 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. (TPE 1.1)
	Educator recognizes communication (attempts) and responds with language model appropriate for the age/developmental level and linguistic level appropriate for the student. (TPEs 2.1, 2.2)
	Educator checks for understanding often and when students do not understand, provides age-appropriate and/or language appropriate repair. (TPEs 2.2, 3.2, 3.3)
	Educator maintains a balance of teacher-talk and student-talk appropriate for each activity throughout the class period. (TPE 2.3)
	Educator uses many different strategies to elicit spoken language during the observed period. (TPEs 1.1, 1.3)

	Educator uses appropriate questioning techniques at the appropriate level for the students. (TPEs 2.1, 3.3)
	Educator encourages students to ask questions to gain information. (TPEs 2.1, 3.3)
	Educator provides focused and prescriptive spoken language instruction to each student. (TPE 2.5)
	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). (TPEs 4.1, 4.2)
	Educator's reinforcement techniques facilitate student progress and contribute to the student's self-confidence. (TPE 4.3)
	Educator's activities in the classroom provide the children with language practice through the use of a variety of techniques. (TPEs 1.2, 1.4)
	Educator provides speech or language repair strategies with the children. (TPE 1.4)
	Auditory Development
	Educator demonstrates knowledge and ease of use with all the auditory equipment in use. (TPEs 2.6, 2.7)
	Educator uses a current auditory hierarchy to determine the child's level of listening. (TPEs 2.6, 3.5)
	Educator uses acoustic highlighting to emphasis a word/phrase or auditory target. (TPEs 3.2, 3.3, 3.5)
	Educator provides ongoing opportunities for using audition throughout the classroom period as well as in individual sessions. (TPEs 3.2, 3.5)
	Classroom/Therapy Management
	Educator's pacing is appropriate for lesson and age of students. (TPEs 4.1, 4.2)
	Educator secures and maintains students' attention. (TPEs 2.2, 2.7)
	Educator is tuned in to the individual needs of students. (TPE 4.3)
	Educator creates a positive learning environment where students are valued for their contributions. (TPE 4.4)
	Educator uses effective classroom management by handling discipline problems immediately and appropriately. (TPEs 2.1, 2.4, 2.8)
	Educator uses effective classroom management by meeting the interest and developmental

	levels of the child. (TPEs 2.3, 2.7, 2.8)
	Educator maintains a well-organized classroom that is appropriate to the needs of the children. (TPE 2.2)
	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. (TPEs 2.4, 5.4)
	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. (TPEs 5.1, 6.5)
	Educator bases student objectives on current levels and responses to teaching. (TPE 5.2)
	Educator has appropriate records to reflect student progresses. (TPE 5.2)
	Professional Dispositions
	Educator deals honestly, sincerely, warmly, sensitively and respectfully with diversity in parents, caregivers, children and colleagues. (TPEs 1.3, 4.7, 6.2)
	Educator responds appropriately to input from Instructor, Master Teacher, and other mentors. Educator adjusts plans and teaching based on input. (TPEs 4.5, 4.7)

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:

Supervisor

Date

Candidate

Date



DHH Education Specialist
Supervised Teaching Evaluation
Teaching Performance Expectations (TPE)

Candidate: _____ School: _____
 Subject: _____ District: _____
 Grade Level(s): _____
 Dates Beginning: _____ Ending: _____ Preliminary Evaluation Final Evaluation

Directions: Please rate the candidate's performance using the scale below. Comments for TPE elements may be made in the spaces provided. A brief narrative may be written on the last page. This form must be discussed and signed by the person completing it and the candidate.

EVALUATION OF TEACHING PERFORMANCE

- 1 - Little or no evidence of Appropriate use
 - 2 - Some Evidence of Appropriate use
 - 3 - Adequate Evidence of Appropriate and Effective use
 - 4 - Evidence of Frequent use of a Variety of Appropriate/Effective strategies
 - 5 - Consistent Evidence of using a Wide Range of Interconnected, Appropriate/Effective strategies
- N- Not Yet observed

TPE 1: Engaging and Supporting All Students in Learning	Rating
KNOWLEDGE of STUDENTS / RELEVANCE: Candidates explore students' prior experiences with the content, interest, social-emotional learning needs, and funds of knowledge from their culture, SES background, and linguistic abilities in order to connect knowledge to real-life contexts and offer active learning experiences. Candidates make adjustments while teaching to maintain interest and understanding for their students. (UTPEs 1.1, 1.3, 1.8)	
CRITICAL & CREATIVE THINKING: Candidates use inquiry, problem-solving, questioning, and reflection and allow access to the curriculum through visual and/or performing arts connected to the content and context. (UTPE 1.5, 1.7)	
COMMUNICATION/TECHNOLOGY: Candidates use technology as a support and for communication regarding expectations and progress for their students. (UTPE 1.2)	
IEP DEVELOPMENT AND IMPLEMENTATION: Candidates provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training, with an emphasis on language planning that provides access to the general education core curriculum with accommodations, modifications, and progress monitoring utilizing appropriate hearing technology and implementing current effective learning strategies. (DHH TPE 1.2, 1.5)	
Notes/Evidence for TPE 1:	

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TPE 2: Creating and Maintaining Effective Environments for Student Learning	Rating
<p>CLASS COMMUNITY: Candidates foster an inclusive, caring community where students are treated fairly and respectfully by peers and adults. (UTPE 2.1)</p> <p>Candidate assumes accountability for establishing, a caring stimulating and safe community for diverse learners in which students assume responsibility for learning, self-advocacy, intellectual risks. (DHH TPE 2.1)</p>	
<p>LEARNING ENVIRONMENT: Candidates establish and maintain high expectations for learning with appropriate support for all candidates. (UTPE 2.5) Learning environment reflects diversity, multiple perspectives and is culturally responsive. (UTPE 2.2)</p>	
<p>CLASSROOM EXPECTATIONS / SOCIAL EMOTIONAL ENVIRONMENT: Candidates establish clear expectations for classroom behavior by communicating effective classroom routines, procedures and norms to students and families. (UTPE 2.6)</p> <p>They promote students’ social-emotional growth and individual responsibility, and address intolerance, harassment appropriately using positive intervention and conflict resolution method (UTPE 2.3)</p> <p>Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students. (DHH TPE 2.4)</p>	
<p>ADDRESS LANGUAGE EQUITY: Candidates demonstrate the ability to design inclusive learning environments that maximize opportunities to progress from emerging to formal language using a variety of languaging techniques to cultivate language equity enabling diverse language learners to access, comprehend, and apply information, acquire knowledge, and develop and maintain interpersonal relationships. (DHH TPE 2.1 2.2, 2.3)</p>	
<p>OPTIMIZE LISTENING AND SPOKEN LANGUAGE EXPERIENCES: Candidates design learning environments that maximize opportunities to progress from emerging to a formal language and uses languaging techniques appropriate to each student to further listening and spoken language competency. (DHH TPE 2.2)</p> <p>Candidates select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs. (DHH TPE 2.5)</p>	
<p>LOW INCIDENCE TECHNOLOGY: Demonstrates the ability to assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families. (DHH TPE 2.6)</p>	
Notes/Evidence for TPE 2:	

TPE 3: Understanding & Organizing Subject Matter for Student Learning Content Specific Pedagogy	Rating
<p>SUBJECT MATTER, STANDARDS & SUBJECT-SPECIFIC PEDAGOGY: Candidate demonstrates knowledge of subject matter and standards. Uses current content pedagogy and integrates cross-disciplinary opportunities including the arts as applicable. (UTPE 3.1, 3.3)</p>	
<p>KNOWLEDGE ABOUT STUDENTS: Uses knowledge about students and learning goals to differentiate as needed to promote student access to the curriculum. (UTPE 3.2)</p>	
<p>UDL/ EQUITABLE ACCESS: Individually, and through consultation and collaboration with other educators, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. (UTPE 3.4)</p>	
<p>ACADEMIC LANGUAGE: Supports the acquisition and use of academic language for all students. (UTPE 3.5)</p>	
<p>TECHNOLOGY: Model and develop digital literacy by using technology to engage students and support their learning. Use instructional materials and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (UTPE 3.6, 3.7)</p>	
<p>LANGUAGE & LEARNING: Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction utilizing strategies appropriate to deaf students based on current evidence-based research. (DHH TPE 3.2)</p> <p>Demonstrate knowledge of appropriate expressive and receptive language skills strategies and assessments based on the language of instruction. (DHH TPE 3.3)</p>	
<p>Notes/Evidence for TPE 3:</p>	
<p></p>	

TPE 4: Planning instructional and Designing Learning Experiences for All Students.	Rating
<p>STANDARDS/DATA-DRIVEN DESIGN: Locate and apply information, related content and standards, assessment data, language proficiency status, cultural background for short and long-term needs. (UTPE4.1)</p>	
<p>STUDENT-PARTICIPATION & SUCCESS: Students have opportunities to understand and advocate for strategies that meet their individual learning needs and successfully participate in transition plans. (e.g., IEP, IFSP, ITP, and 504 plans) (UTPE 4.5)</p>	
<p>TECHNOLOGY: Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. (UTPE 4.8)</p>	
<p>INSTRUCTIONAL GOALS: Candidates demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities and demonstrate understanding and knowledge of typical and atypical language development among deaf students, to help inform instructional planning and learning experiences by taking into account differences in backgrounds and learning preferences. (DHH TPE 4.1, 4.2)</p>	
<p>INSTRUCTIONAL STRATEGIES/SCAFFOLDING: Candidate designs reasonable language and content objectives and benchmarks for instruction implementation and conducts ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking, and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners. (DHH TPE 4.3)</p>	
<p>COMMUNICATION STRATEGIES: Candidate plans instruction that promotes a variety of receptive and expressive language development skills and strategies. (DHH TPE 4.6)</p>	
<p>COLLABORATIONS: Candidate coordinates, collaborates, co-teaches, and communicates effectively with other agencies, educators, service providers, parents, students, and community agencies for instructional planning, and planning for successful deaf student progress and transitions. (DHH TPE 4.7)</p>	
<p>Notes/Evidence for TPE 4:</p>	
<p></p>	

TPE 5: Assessing Student Learning	Rating
<p>KNOWLEDGE/USE OF ASSESSMENTS: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubric, to determine special education eligibility, progress monitoring, placement in LRE, and services. (UTPE 5.1)</p>	
<p>DATA-DRIVEN PLANNING: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (UTPE 5.2, 5.8)</p>	
<p>STUDENT- STRENGTHS & NEEDS: Involve all students in self-assessment and reflection on their learning goals and progress, and provide students with opportunities to revise or reframe their work based on assessment feedback. (UTPE 5.3)</p> <p>Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress. (DHH TPE 5.2, 5.3)</p>	
<p>TECHNOLOGY: Uses technology, as appropriate, to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (UTPE 5.4)</p>	
<p>COMMUNICATION: Evaluate instructional practices and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders. (DHH TPE 5.4)</p>	
<p>COLLABORATION: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (UTPE 5.6)</p>	
<p>ENGLISH LEARNERS: Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (UTPE 5.7)</p>	
<p>ASSESSMENT DATA: Utilizes assessment data to:</p> <ol style="list-style-type: none"> 1) Gather relevant data from IFSP, IEP, ITP & 504 Plans 2) Develop differentiated instruction 3) Implement appropriate accommodations and modifications 4) Design appropriate & measurable language goals for individual students 5) Evaluate instructional practices, record, & monitor evidence of linguistic & social emotional progress. (DHH TPE 5.2, 5.4, 5.5) 	
<p>SPECIAL EDUCATION LAW: Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring. (DHH TPE 5.1)</p>	
Notes/Evidence for TPE 5:	

TPE 6: Developing as a Professional Educator	Rating
<p>SELF-REFLECTION/PROFESSIONAL DEVELOPMENT: Reflects on teaching practice, subject matter, and pedagogical knowledge to plan and implement instruction that improves student learning. Establishes and works toward professional learning goals by routinely engaging with colleagues. (UTPE 6.1, 6.3)</p>	
<p>VALUES & DISPOSITIONS: Recognizes biases, potential negative effects on teaching and learning, and works to mitigate negative impacts. Exhibits caring, support, acceptance, and fairness toward all students, families, and colleagues. (UTPE 6.2)</p> <p>Demonstrates the ability to present unbiased information to families on the differences and perspectives on deafness (DHH TPE 6.2)</p>	
<p>COMMUNICATION/COLLABORATION: Effectively and appropriately engages with peers, colleagues, families, and school stakeholders to support teacher and student learning. (UTPE 6.4)</p>	
<p>PROFESSIONAL RESPONSIBILITY: Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. (DHH TPE 6.5)</p>	
<p>SPECIALIZED KNOWLEDGE: Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts. (DHH TPE 6.4)</p>	
<p>SECOND LANGUAGE DEVELOPMENT: Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. (DHH TPE 6.6)</p>	
<p>UNIQUE EXPERIENCES OF DEAFNESS: Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students. (DHH TPE 6.5)</p>	
<p>Notes/Evidence for TPE 6:</p>	
<p></p>	

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Rating
Candidate approaches classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	
English Language Development in Relation to Subject-Specific Pedagogy	
Candidate implements an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	

General Comments

Signature

Full Name

Date

Please check the title that applies:

Cooperating Teacher

University Supervisor

On-Site Supervisor

I have discussed this report with the above-named person and understand its contents. My signature does not necessarily indicate concurrence with the content.

Candidate Signature

Full Name

Date

**Mount Saint Mary's University/John Tracy Center 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 _____