

Required Hours of Fieldwork and Supervised Clinical Practice for Ed Specialist Candidates -DHH

A. Organization of Clinical Practice Experiences

The program’s Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program’s coursework and extend the candidate’s learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 650 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor’s classroom.

When	Where	Which Course(s)	What Experiences
Year 1 Fall Semester Observations 75 hours	Qualifying Private Schools And/or in Qualifying Public schools “Early Fieldwork” “Observation and Participation”	EDU 234A Listening and Spoken Language EDU 235A Early Intervention & Family Support EDU 238A Early Childhood Curricula	Observation – Interactions and Engagement in the Classroom
			Observation – Universal Design for Learning in Support of All Learners
			Observation – Technology in the Classroom to Support Learning
			Opportunity Task – Getting to Know Students: Focus Student (FS)
		Opportunity Task – Plan and Teach a Snack Lesson	
		EDU 207 Teaching English Learners	Observation & Interview for School Site-Based Support for English Learners
			Observation and assessment of an English Learner to Determine Needs, Assets, and Future Instruction
			Planning a Lesson to Meet Assets and Needs of English Learners, including a Focus Student (FS).

When	Where	Which Course(s)	What Experiences
		EDU 233 Multiple Perspectives	Observation – Accommodations and Adaptations to Meet the Assets and Needs of Exceptional Learners Observation – Multi-Tiered Systems of Support Observation – Instruction customized and adjusted for individual Needs
Year 1 Spring Semester 75 hours	Qualifying Private Schools And/or Public schools Observations “Early Fieldwork” “Observation and Participation”	239A (3) Curricula for Learners EDU 218 DHH: (1.5) Supporting Teen transitions EDU 219 (1.5) Learners with Deafblindness	Observation of assessments Full day observation of teens who are DHH Full day observation of Early Start Teachers’ journey Observation – Itinerant teachers 9 th -12 th grade Observation – deafblind students Observations – students using manipulatives and technology to show and/or deepen their learning in mainstream
Year 1 Summer Semester	Non-Public/ JTC Toddler Program	EDU 229 (1.5) Programming for Children and Families	Create lesson plans – organize and set up classroom for toddlers Provide parent workshops for families of children with hearing loss Collaborate with doctorate of audiology students
Year 2 Fall Semester 450 hours	Placement in a qualified Public School setting with a Cooperating Teacher. Initial student teaching Weeks 1-2 -Observations in an ASL program and Mainstream setting	EDU 239B (3) Practicum with Learners	Opportunity Task – Assessment and analysis of language skills of a focus student to inform translanguaging strategies Opportunity Task – Assessment and analysis of the accommodations for a student who is deaf in the mainstream Observations – Universal Design for Learning in the classroom

When	Where	Which Course(s)	What Experiences
	<p>Focused student teaching in a LSL program (remaining 14 weeks of the semester) “Supervised Clinical Practicum”</p>		<p>Observations – Instruction reading, writing, speaking, listening, and language that assures that all students develop English proficiency to meet the Common Core standards</p> <p>Observations – Language integrated into core subjects – teaching mathematics, social studies and science supported by vocabulary learning and comprehension strategies</p> <p>Observations - Developing listening and oral communication and integrating listening and spoken language strategies across the curriculum</p> <p>Observations – Managing classroom behavior, listening technologies and other learning technology</p> <p>Observation – Recognize each students challenges and strengths as outlined in their IEPs</p> <p>Student teacher observes and engages in co-planning and co-teaching all day M-F adding a new curricula area each week (weeks 5-7)</p>
<p>Year 2 Spring Semester 450 Hours</p>	<p>Final student teaching (remaining 7-8 weeks of the semester)</p>	<p>EDU 239B (3) Practicum with Learners</p>	<p>Student teacher observes and engages in co-planning and co-teaching all day M-F (includes multiple consecutive lessons)</p> <p>Student teacher engages in co-planning and co-teaching all day M-F (includes a minimum of four weeks of solo or co-teaching or its equivalent)</p>
		<p>or</p>	

When	Where	Which Course(s)	What Experiences
Year 2 Fall & Spring Semested	University Intern in a Non-Public School	EDU 239E Supervised Teaching – University Intern	Solo teaching as the teacher-of-record in all course subjects (language arts, mathematics, science, and social studies)
Year 1 & 2 Clinical Visits for TPE coverage 50 hours	Special topics for Clinical Knowledge and trainings. Visitations to schools, service sites, agencies, hospitals - IRIS, TED Talk & YouTube trainings – Independent searches & investigations of specific topics.	References listed but not limited to all related topics on suggested list. Within all courses and conducted independently by candidates	Class, personal, independent, group experiences as appropriate to required topics and content. A collection of hours that meet minimum hours of program requirements.
650 hours+			