## EDU 238B DHH: Early Childhood Practicum (2 units) Onsite

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| **Instructor:** Angela Stokes, MEd, LSLS, Cert AVEd | **Class Hours:** Wednesdays & Thursdays 8:30 am-12:30 pm |
| **Voicemail:** (213) 863-9942 | **Class Dates:** Jan. 13 – May 6, 2021 |
| **JTC E-mail:** astokes@jtc.org | **Office Hours:** By appointment and email |
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### Course Description for Onsite Program

This course is the practicum companion for EDU 238A, DHH: 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 are deaf, including those from culturally diverse backgrounds.  Candidates will be responsible for creating and implementing early childhood curricula in the practicum setting.

The focus of the practicum experience is on curriculum, and instructional planning and delivery that address the individual needs of students who are deaf and hard of hearing in early childhood settings.  The course will emphasize development of spoken language, speech, and auditory learning throughout.  The course will also focus on an integrated, developmentally appropriate, universally designed curriculum framework that is flexible, comprehensive, and linked to assessment and program evaluation activities.  The goal is successful access, participation and learning for all children regardless of need, ability, or background.  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).

Using sources that are research based, the student candidates will analyze and synthesize the information presented. Lessons in this course will develop structural knowledge of conflicting perspectives, critical thinking skills, and an interdisciplinary understanding of the issues in the field of education of children with hearing loss. Within an interdisciplinary professional development school model, candidates will learn specific information to build structural knowledge and demonstrate skill at integrating evidence-based practices, adult learning principles, and a comprehensive understanding of course topics.

***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. The practicum will consist of eight fieldwork hours and 16 supervised clinical hours. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

| Course Purpose |
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**Initial Program***:* Meets part of CTC Preliminary - Education Specialist Standards for Deaf and Hard of Hearing teacher certification in special education.

| Course Objectives – Aligned with Candidate Unit & Program Outcomes |
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**Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the University.

**Course Outcomes Aligned with Standards:** This course meets the standards for the following organizations in preparing teachers of children who are deaf or hard of hearing:
- MSMU Graduate Program Learning Goals and Student Learning Outcomes
- California Commission on Teacher Credentialing (CCTC) Standards
  - https://www.ctc.ca.gov/
- Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
  - https://www.msmu.edu/graduate-programs/education-and-teacher-credentials/education-specialist-deaf-and-hard-of-hearing/
- California Standards for the Teaching Profession (CSTPs)
  - https://www.cde.ca.gov/pd/ps/
- California Teaching Performance Expectations (TPEs)
  - https://www.ctc.ca.gov/educator-prep/program-standards
- Council on Exceptional Children (CEC)
  - https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards
- Council on Education of the Deaf (CED)
  - http://councilondeafed.org/standards/
- Alexander Graham Bell Academy for Listening and Spoken Language
  - https://www.agbell.org/Professionals/Professional-Development

**Graduate Learning Goal #1: A Mount St. Mary's graduate candidate will demonstrate competence in techniques, concepts, and knowledge specific to each area of study.**

*Student Learning Outcome #1: Candidates will demonstrate knowledge of techniques and concepts specific to their areas of study.*

1. Demonstrate their knowledge of curriculum, child development and learning styles, as well as the development of speech, language, and auditory skills, while facilitating activities for deaf and hard of hearing children in a preschool classroom.
2. Demonstrate how to apply appropriate techniques for handling the behavior of deaf and hard of hearing preschool-aged children.
3. Demonstrate their knowledge of assessment of preschool-aged and hard of hearing children by synthesizing observational and formal\informal observations.
4. Plan and facilitate activities for deaf and hard of hearing children in a preschool classroom.
5. Demonstrate techniques of developing language, speech, and auditory skills across the preschool curriculum.
6. Demonstrate their knowledge of appropriate language development activities in diverse cultural settings in sessions with preschool-age deaf and hard of hearing children and their parents.
7. Demonstrate ability to critically evaluate and compare child development theories and how they relate to the child with a hearing loss, specifically between the ages of 3-5 years.
8. Demonstrate understanding of the service delivery plan, placement options, collaborative team members, and transition planning as these aspects relate to the Individual Family Service Plan/Individual Educational Plan (IFSP/IEP).
9. Troubleshoot amplification devices (e.g., cochlear implants, hearing aids, and FM systems, and/or soundfield) in the general setting and during individual speech and language sessions.
10. Assess DHH preschool children in all major areas of development, especially in the areas of language, speech, and auditory skills, and select appropriate goals and objectives to gauge progression.

**Graduate Learning Goal #2: A Mount St. Mary's graduate candidate will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.**

*Student Learning Outcome #2: Candidates will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.*

1. Demonstrate knowledge of the application of theory to practice in a preschool classroom for children who are deaf or hard of hearing.
2. Reference, analyze, and evaluate theories of childhood curricula as they apply in the preschool classroom of children who are deaf or hard of hearing.
3. Demonstrate knowledge of content of readings in textbook and supplemental materials during class discussions and lesson planning and evaluation.

**Graduate Learning Goal #3: A Mount St. Mary's graduate candidate will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret, and evaluate information.**

*Student Learning Outcome #3: Candidates will design and implement sound teacher inquiry activities that demonstrate competent research skills and methods that give evidence of gathering, documenting, investigating, analyzing, interpreting, and evaluating information.*

1. Demonstrate knowledge of the application of theory to practice in a preschool classroom for children who are deaf or hard of hearing.
2. Reference, analyze, and evaluate theories of childhood curricula as they apply in the preschool classroom of children who are deaf or hard of hearing.
3. Demonstrate knowledge of content of readings in textbook and supplemental materials during class discussions and lesson planning and evaluation.

**Graduate Learning Goal #4: A Mount St. Mary's graduate candidate will disseminate and communicate information effectively in verbal and written form.**

*Student Learning Outcome #4: Candidates will produce scholarly writing and professional presentations in education.*

1. Demonstrate techniques of developing language, speech, and auditory skills across the preschool curriculum.
2. Demonstrate their knowledge of appropriate language development activities in diverse cultural settings in sessions with preschool-age deaf and hard of hearing children and their parents.
3. Demonstrate their knowledge about conferencing with parents of diverse cultural backgrounds using available educational, sociological, audiological and psychological information along with collaboration with, and support from, professionals in related fields.
4. Identify interdisciplinary professional team members that support language development.
5. Observe teachers, practice, and meet with parents to discuss child development issues and concerns as they pertain to typical maturational stages and delays due to deafness.
6. Define the terms "language", "speech", and "auditory skills", explain their stages of development, and how they are interrelated for the development of the DHH child's spoken conversational skills.
7. Write, prepare, and implement theme-based curriculum activities in collaboration with the current preschool staff.

**Graduate Learning Goal #5: A Mount St. Mary's graduate candidate will understand individual differences and demonstrate the skills to address the moral and ethical challenges within the professional or field.**

*Student Learning Outcome #5: Candidates will demonstrate skills in addressing ethics within teacher inquiry.*

1. Identify interdisciplinary professional team members that support language development.
2. Plan activities in diverse cultural settings in sessions with preschool-age deaf and hard of hearing children and their parents.
3. Demonstrate their knowledge about conferencing with parents of diverse cultural backgrounds using available educational, sociological, audiological and psychological information along with collaboration with, and support from, professionals in related fields.

| Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs) (to be addressed in this course) |
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**CTC Teacher Performance Expectations (TPEs) –**
Course Matrix for Deaf and Hard of Hearing Teaching Performance Expectations
https://www.ctc.ca.gov/educator-prep/special-education

| TPE 1: Engaging and Supporting All Students in Learning<br>DHH Candidates will: | |
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| **Element 1** | Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |

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| **Element 2** | Communicate proficiently in English and engage with students using multimodal instruction, scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 plan.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |

**TPE 2:  Creating and Maintaining Effective Environments for Student Learning**
DHH Candidates will:

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| **Element 1** | Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 2** | Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 3** | Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 6** | 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.<br>**Practice:** Will perform maintenance and listening checks of all preschooler's personal technology, including assistive technology, while supporting the development of their self-advocacy skills, with master teacher guidance.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 7** | Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. |

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| | **Practiced:** Participate with preschool education team in staff meetings where discussions about how to best support individual needs of preschoolers in the classroom will be met.<br>**Assessment:** Lesson plan and implementation of supports during two-day practicum in the pre-school. |
| **Element 8** | Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.<br>**Practice:** Experience promoting language development and social interactions between students that are DHH with their peers who are typically hearing in the preschool setting.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **TPE 3: Understanding and Organizing Subject Matter for Student Learning**<br>DHH Candidates will: | |
| **Element 1** | Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 2** | Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 5** | Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.<br>**Introduction:** Fieldwork participation hours in the preschool classroom to observe how the education staff provides needed accommodation and modifications of instruction for each preschooler. |
| **Element 6** | Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.<br>**Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 7** | Use appropriate multimedia tools to provide language access and support conceptual knowledge. |

| | **Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
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| **TPE 4: Planning Instruction and Designing Learning Experiences for All Students** DHH Candidates will: | |
| **Element 1** | Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related. **Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 2** | Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences. **Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 4** | Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22. **Practice:** Design, write, and present theme-based, two-day lesson plans in the preschool classroom for the DHH. **Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **TPE 5: Assessing Student Learning** DHH Candidates will: | |
| **Element 2** | Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications. **Introduction:** Will be given access to preschool class files with current documents containing both informal and formal data and available IEPs. **Practice:** Participate with preschool education team in staff meetings and observe and participate in the preschool setting to practice collecting and adding to functional data in the areas of language, speech, auditory skills, pragmatics, social skills, cognition, and physical development. |
| **Element 3** | Develop and administer linguistically and culturally appropriate assessments in the language understood by the students to guide instruction and monitor progress. |

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| | **Practice:** Use a variety of functional and criterion-referenced assessments in the preschool classroom.<br>**Assessment:** Generate an ePortfolio reflecting the entire student teaching experience, including assessment collection data. |
| **Element 4** | Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.<br>**Introduction:** Introductory content will be given via PPT presentations that will include outlines, text, and lecture material related to the weekly topics, along with required text and supplemental readings assigned and posted on Canvas.<br>**Practice:** Participate with preschool education team in staff meetings and observe and participate collaboration between teachers and parents in the preschool setting regarding individual student needs.<br>**Assessment:** Generate an ePortfolio reflecting the entire student teaching experience, including assessment collection data. |
| **TPE 6: Developing as a Professional Educator**<br>DHH Candidates will: | |
| **Element 4** | 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.<br>**Practice:** Will conduct listening checks, including assistive auditory devices, to assure maximum auditory access and learning in diverse preschool settings.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |
| **Element 5** | Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.<br>**Practice:** Student candidate will create and implement lesson plans that are inclusive and flexible to consider diverse learners' needs in the preschool setting.<br>**Assessment:** Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation. |

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

- ✓ Demonstrate knowledge of curriculum, child development and learning styles, as well as the development of speech, language, and auditory skills, while facilitating activities for children who are deaf and hard of hearing in a preschool classroom.
- ✓ Understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English Learners.
- ✓ Understand programs for English language development.
- ✓ Demonstrate the ability to apply appropriate techniques for handling the behavior of preschool-age children who are deaf and hard of hearing.
- ✓ Demonstrate knowledge of the assessment of preschool-age children who are deaf and hard of hearing by synthesizing formal and informal observations.
- ✓ Demonstrate the ability to plan and facilitate activities for children who are deaf and hard of hearing in a preschool classroom.
- ✓ Demonstrate techniques of developing language, speech, and auditory skills across the preschool curriculum.
- ✓ Multiple systematic opportunities for candidates to learn, understand and effectively use methods and materials for English language development that are responsive to students' assessed levels of English proficiency.
- ✓ Multiple systematic opportunities for candidates to learn, understand and effectively use methods and materials for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers.
- ✓ Demonstrate their knowledge of appropriate language development activities in diverse cultural settings in sessions with preschool-age children who are deaf and hard of hearing and their parents.
- ✓ Demonstrate their knowledge and skill in conferencing with parents of diverse cultural backgrounds using available educational, sociological, audiological and psychological information.

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**Textbooks**

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**Required:**
Hendrick, J. & Weissman, P. (2014). *The Whole Child (10th Edition)*; Prentice Hall

Lewin-Benham, A. (2011). *Twelve best practices for early childhood education: Integrating Reggio and other inspired approaches.* Teachers' College Press: New York.

**Recommended:**
Beaty, J. (2012); *Skills for Preschool Teachers (9th Edition)*. Upper Saddle River, NJ: Pearson

Betty H. Bunce (1995); *Building a Language Based Curriculum for the Preschool Classroom: A Foundation for Lifelong Communication (Vol. 2)*; Paul H. Brookes Pub. Co., Baltimore, MD
Davidson, J. (1995); *Emergent Literacy & Dramatic Play in Early Education*; Delmar Thomson Learning

**Websites:**
Technical Assistance Center on Social Emotional Intervention for Young Children:
https://cainclusion.org/camap/technical-assistance-center-on-social-emotional-intervention-for-young-children-tacsei/

| Grading and Evaluation Standards | |
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| **Passing Grades** | **Failing Grades** |
| A   95 – 100<br>A-  90 – 94.9<br>B+  88 – 89.9<br>B   84 – 87.9<br>B-  80 – 83.9 | C+  78 – 79.9<br>C   74 – 77.9<br>C-  70 – 73.9<br>F    BELOW 70.0 |

### A GPA of B or above is required each semester for the credential master's program

*PLEASE NOTE:* **A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree. However, a semester GPA of B or above is required for continuation in the Graduate Program.**

| Assignments: | Points Toward Grade |
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| 1.  Readings and attendance<br>    a. Class Attendance & Participation<br>    b. Assigned Reading & Review Questions<br>    c. Quizzes (5) – Open book | **150 points** |
| 2. **Centerpiece Artifact – Evidence of Teaching Competencies**<br>a.  Practicum ePortfolio<br>    Specified documentation<br>    Log of Hours (fieldwork and supervised) | **200** |
| b.  Lesson plans of 2-day Student Teaching Practicum<br>    General Outline of Ideas (20 points)<br>    Draft (180 points) preparations with master teacher / instructor<br>    Final (200 points) post-meetings with master teacher / instructor | **400** |
| a.  Practicum Video & Student Teaching Evaluations | **250** |
| Total assignments | **850 points** |
| **TOTAL FOR CLASS** | **1000 points** |

Course requirements are built around the professional standards of the *Council for Exceptional Children Common Core* and *Individualized General Curriculum Standards* and the *California Commission on Teacher Credentialing Standards.* As a degree-grounded course, the requirements also emulate the Mount Saint Mary's University scholarly expectations for students. The requirements provide an opportunity for candidates to demonstrate on-going growth towards becoming a credentialed teacher and degree candidates an opportunity to demonstrate their scholarly development. Grade assignment is based on the quality of the demonstrated

performance by each individual in relationship to the stated assignment rubrics and course requirements.

Course Topics

- ✓ Observe, collect data, and write about what is witnessed in the preschool program (e.g., general classroom setting, individual speech and language sessions).
- ✓ Critically evaluate and compare child development theories and how they relate to the child with a hearing loss, specifically between the ages of 2-5 years.
- ✓ Study and narrate the service delivery process and placement options as it relates to the Individual Educational Plan (IEP).
- ✓ Practice and participate in meetings with parents to discuss child development issues and concerns as they pertain to typical maturational stages and delays due to deafness.
- ✓ Define the terms "language", "speech", and "auditory skills", explain their stages of development, application in a preschool classroom, and how they are interrelated for the development of the DHH child's spoken conversational skills.
- ✓ Write, prepare, revise, and implement theme-based curriculum activities in collaboration with the current preschool staff. Demonstrate disposition to accept and act on input from Instructor and Master Teacher.
- ✓ Troubleshoot amplification devices (e.g., cochlear implants, hearing aids, and FM systems, and/or soundfield) in the general setting (and during individual speech and language sessions, if possible).
- ✓ Assess DHH preschool children in all major areas of development, especially in the areas of language, speech, and auditory skills, and select appropriate goals and objectives to gage progression.

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### Assignment Rubric

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1. **Readings, Attendance and Class Participation** (150 points)

A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. **Make-up hours cannot be offered in this course.** Grades will be negatively impacted by late assignments, poor participation and/or unexcused absences.

2. **Centerpiece Artifact – Evidence of Teaching Competencies (a-c)**
   (Total of 850 Points)

   a. **Practicum ePortfolio (**200 points)

CA Education Specialist Deaf and Hard of Hearing Teacher Performance Expectations (TPEs) for Beginning Teachers –
https://www.ctc.ca.gov/educator-prep/special-education
Course Matrix for Deaf and Hard of Hearing Teaching Performance Expectations
TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environment for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

The candidate will generate an ePortfolio over the period of the practicum that will reflect the entire student teaching experience. It will include all assessment information on each child in the

classroom (e.g., audiological, language, speech, auditory skills, cognition, etc.), all lesson plans in each area, all observation logs, all evaluations, all notes and conference forms with master teachers and course instructor. Additional handouts, resource references, and center-based plans will be added to the ePortfolio. Student will demonstrate knowledge of how to use information about students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning. Student will demonstrate knowledge meeting needs of English Learners and using specific teaching strategies.

**Practicum Documentation**
Evidence of completion of the required 16 hours of practicum must be written up on the Log of Supervised Hours document. Preschool observations for early fieldwork hours must be written up for a minimum of 8 hours. Both logs must be signed by the course instructor and on file before grade for class can be assigned.

Student Candidates will include the following contents in the ePortfolio:
1) Functional Assessments and Notes – Auditory, language, speech, additional needs, cognitive, behavioral; transition plans, IEP goals; information will be collected on each child in the classroom assigned for the student teaching experience. Use children's initials to protect privacy and/or redact names as necessary.
2) Lesson Plans naming instructional techniques implemented.
3) Time logs of supervised and fieldwork hours – Evidence of completion of the required 16 supervised hours must be documented along with 8 fieldwork hours of preschool observation. Both logs must be signed by the course instructor and on file before grade for class can be assigned.
4) Two Auditory-Verbal Education Teaching Behaviors Checklist Evaluations – one by Master Teacher and one by Instructor
5) One Auditory-Verbal Assistant Teaching Behaviors Checklist – by the Instructor
6) Parent newsletter related to your instructional theme and other class pertinent communications with parents regarding your thematic unit.
7) Handouts – Supplemental information (for parents, used for lesson instruction, learning centers, song lyrics, etc.).
8) Early Childhood Resources (both in typical child development and DHH focused) – Local, state, national resources; organizations, agencies; ethical and legal issues. Colleagues with helpful resource references for your use will be shared for you to use and research. Note website links, material, suggested readings, etc., in your ePortfolio.

    b. **Lesson Plans for the Two-Day Practicum** (400 points)

1. Preparation meetings: The candidate will meet with the instructor and master teacher to introduce an appropriate early childhood learning concept to design, prepare, and teach in the preschool focusing on students with hearing loss in the listening and spoken language approach. A general outline of ideas will be submitted prior to the phone call with the designated master teacher. The candidate will call on the scheduled date to discuss the proposed plans and receive appropriate feedback to begin writing a lesson plan draft. (20 points)

2. With approval, the candidate will proceed to draft a lesson plan design and submit it on Canvas for grading, edits, and recommendations by the instructor on the specified due date. Goals and objectives for the areas of cognition, language, speech, and auditory skills will be selected and written based on class needs to meet universal design principles and CA education specialist deaf and hard of hearing teacher performance expectations. Also included will be a written introduction to the parents telling them who you are and what you've planned for their children to do over the course of the two days when you assume lead teacher responsibilities that will be added to the weekly newsletter.  (180 points)

3. The final draft will reflect the recommended changes, additions/deletions, noted in the rough draft by the instructor, and the final version will be uploaded to Canvas for grading with copies emailed to both instructor and master teacher.  (200 points)

   c. **Practicum Video and Related Evaluations** (250 points)

1. The Student Candidate will be recorded when assuming full responsibility for all classroom activities for the two-day practicum period (including set up time with support staff).  The Student Candidate will conduct a self-evaluation based on the recorded footage, using the *LSLS Teaching Behaviors Form Checklist*.  The self-evaluation will be discussed with the Instructor, in conjunction with the evaluation completed by the Master Teacher on the recorded footage.

2. The Student Candidate will prepare a 3-4 page written paper on the two-day teaching experience in the preschool reflecting on the following:

   a) Aspects of the experience that were well planned, well executed.

   b) Aspects of the experiences/instructional techniques that need revisions, that were disappointing in execution, that require modifications for some children.

   c) Aspects of the experiences that require follow-up, and an extension of the lesson, additional opportunities for some children.

   d) Use of technology in the lesson, possible extensions.

   e) Aspects of the collaboration with colleagues that went smoothly.

   f) Aspects of the collaboration that disappointed and suggestions for problem solving.

   g) Indications of goal and objective outcomes from the lesson the students came away with (What did the children learn?  How effective was your teaching?).

   h) How effective were you in involving/communicating with parents concerning your lessons (introduction of theme, carryover ideas for home, resources for reinforcement of learning concepts?)

Student will demonstrate knowledge of how to communicate effectively with parents and families from diverse backgrounds, using interpreters effectively when needed.

**Professional Demeanor:**

- Student scholars will remember, at all times, that they are professionals in training. All information from the preschool is confidential. Discretion must be used with any materials left in the classroom.
- Student scholars will make sure that the master teacher and the course instructor know, at all times, where the student scholar is. This includes necessary breaks and scheduled observations and requires a face-to-face notification.
- Student scholars will dress appropriately as a professional in a classroom: no open-toed or backless shoes, no hats or sunglasses in the classroom, always wear modest clothing with no visible cleavage of any kind, a "safety wrap" to wear around the waist as needed.
- Student scholars will take care with personal grooming to present a professional look.
- Student scholars will use appropriate DIP in the classroom and on the play yard.
- Student scholars will develop a collaborative role with master teachers and professionals and be eager to assist them in any way possible to run a quality preschool classroom and to make each activity successful.
- Student scholars will develop professional relationships with parents in the classroom. The professional level for a student scholar requires that any substantive discussion with a parent take place with the credentialed master teacher not the student scholar. Any questions will be directed to the master teacher and/or the instructor.

## Assessment: Analysis of Early Childhood Practicum
## Auditory-Verbal Education Teaching Behaviors Checklist (EDU 238B)

**Description of Assessment:**
The *Auditory-Verbal Education Teaching Behaviors Checklist* is an assessment created by the Alexander Graham Bell Association for the Deaf, an international licensing organization for professionals in the field of education of children who are deaf and hard of hearing. The A.G. Bell Association uses the checklist in the licensing process for Listening and Spoken Language Specialist, Certified Auditory-Verbal Educators (LSLS Cert AVEd), an internationally recognized professional certification. The checklist evaluates the candidate's skills in developing listening and spoken language, classroom management, lesson planning and presentation. The MSMU/JTC DHH Program uses a section on professional dispositions and a rubric scale using 100 points to a failing grade of less than 70 points. The checklist evaluates a candidate's understanding of the content knowledge and skills identified in the CTC and CEC education specialist standards.

*FOCUS:* The *Auditory-Verbal Educator Teaching Behaviors Checklist* is used to evaluate your learning and teaching from the point of view of a professional trained to work with children who are deaf or hard of hearing. As a professional auditory-verbal educator, your habits of practice should be a blend of a) an understanding and application of the principles of auditory-verbal education, b) a commitment to developing listening and spoken language, and c) selective implementation of effective instructional/learning strategies that are grounded in research cited in our professional literature.

*TASK:* The *Auditory-Verbal Educator Teaching Behaviors Checklist* documents your skills and what auditory-verbal educational practice looks like in your classroom. The documentation of your understanding and application of the auditory-verbal educator teaching behaviors needs to clearly demonstrate to others what your present skills include and upon what principles and research your practice is grounded. Your evaluation must demonstrate your knowledge, understanding and application of each of the following elements:

▪ Themes and dispositions espoused by the faculty and students,

- The Council for Exceptional Children Initial Practice-Based Professional Preparation Standards for Special Educators | Council for Exceptional Children
- Research-grounded principles of practice (learning and teaching),
- The Principles of Auditory-Verbal practice espoused by the Academy for Listening and Spoken Language of the A.G. Bell Association, which is committed to advancing the revolutionary global opportunity for deaf or hard of hearing individuals to listen and talk via proven technologies and with guidance and education from certified professionals. https://agbellacademy.org/certification/principles-of-lsl-specialists/

**FORMAT**: The *Auditory-Verbal Educator Teaching Behaviors Checklist* is available from the instructors/supervisors of the practicum course EDU 238B.

**SUBMITTING The *Auditory-Verbal Educator Teaching Behaviors Checklist***: Candidates will complete the checklist after viewing a digital representation of their preschool student teaching experience. Candidates are expected to fill in all items on the checklist, though instructors/supervisors may approve up to two "not applicable" (NA) scores. Master teachers will complete a checklist for the candidates and the Instructor/Supervisor will also complete a checklist. Candidates will meet with Instructors/Supervisors and master teachers to discuss results of the evaluations. Candidates will retain a copy of the checklists. Instructors/Supervisors will maintain a department copy of the checklists for all candidates. **RESOURCE:** See Canvas for EDU 238B for an electronic copy of the *Auditory-Verbal Educator Teaching Behaviors Checklist.* Instructors/Supervisors for the classes will also have copies of the checklist.

**Mount St. Mary's University/John Tracy Center**
**DHH Teacher Education Program**

**EDU 238B DHH: Early Childhood Practicum**

**Auditory-Verbal Educator Teaching Behaviors Checklist**

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<br>90-100<br>4 | Adequate<br>80-89<br>3 | Needs Improvement<br>70-79<br>2 | Fail<br>69 and Below<br>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.<br>(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. |
| | Responds appropriately to input from Instructor, Master Teacher, and JTC Preschool staff. |

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

## Class Schedule, Topics, Readings

*See Teaching Rotation Schedule and preparation meeting dates on Canvas

| Class Dates | Content | Assignments Due |
|---|---|---|
| January 13 & 14 | ✓ Syllabus, Practicum ePortfolio, Schedules<br>✓ Meeting with preschool master teachers:<br>    ○ Overview & debrief on class logistics<br>    ○ Lesson plan snapshot format<br>    ○ Upcoming thematic units<br>✓ Observation of virtual preschool instruction<br>✓ Preschool Functional Assessments<br>✓ Review and take notes on student files on Synology<br>✓ STEM vs. STEAM vs. STREAM:  What's the Difference?<br>https://www.niche.com/blog/stem-vs-steam-vs-stream/<br>✓ https://tinker.ly/the-difference-between-stem-steam-and-stream/ | Hendrick & Weissman<br>Ch. 1 – What is Good Education for Young Children?<br><br>Lewin-Benham<br>Introduction & Chapters:<br>1 – When Belief Drives Practice<br>2 – Dev Self-Regulation<br>3 – Documentation<br>8 – Materials & Human Dev<br><br>HomeRoom App of JTC Preschool |
| January 20 & 21 | ✓ Meeting with preschool master teachers:<br>    ○ Review language and speech skills of DHH classroom<br>    ○ Student IEP goals and objectives<br>    ○ Behavior management guidelines<br>✓ Recall and critically evaluate child development theories and how they relate to preschoolers that are DHH<br>✓ Behavior vs. Classroom Management<br>https://www.thoughtco.com/behavior-versus-classroom-management-3110739<br>✓ How to apply appropriate techniques for handling the behavior of preschool-age children who are DHH<br>✓ Review of auditory skills in the DHH classroom<br>✓ Virtual Preschool Observation<br>✓ Functional Assessments | Informal eval of students' auditory skills<br>Review ASCPS chart with skills<br>Review CASLLS forms<br>Language Samples<br><br>Reading Due:<br>Lewin-Benham – Chapters:<br>4 – An Open Flow Day<br>5 – Environment Is the Curriculum<br>6 - Art of Meaning-Full Conversation<br>7 – Intentional Teaching |
| January 27 & 28 | ✓ Lesson planning and preparation<br>    ○ SMART<br>    ○ Madeline Hunter<br>    ○ RTI<br>✓ Meeting with preschool master teachers<br>✓ Virtual Preschool Observation<br>✓ Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and virtual classroom management techniques | Informal eval of students' speech skills<br>Review PLE form<br>Speech transcriptions – IPA<br><br>Reading Due:<br>Henrick & Weissman<br>Ch. 5 – Welcoming Children Who Have Special Educational Requirements<br><br>Ch. 6 – Standards & Assessments |

| | | Lewin-Benham – Ch. 11 – Assessing Children's Progress

*Canvas – Selected Reading*
Skills for PS Teachers (J.Beaty): Ch 6 – Adv Communication Skills (pgs. 155-182) |
|---|---|---|
| February 3 & 4 | ✓ Study and narrate the service delivery process and placement options as it relates to the Individual Educational Plan (IEP)
✓ Virtual Preschool Observation – Functional Assessments
✓ Study and observe master teachers' theory application, LSL strategies used, UDL, and virtual classroom management techniques
✓ Discuss ELL strategies through demos:
   ○ TPR (Total Physical Response)
   ○ Comprehensible Input (Krashen)
   ○ Language Experience Stories
   ○ Conversational Approach
   ○ Embedded, Contextualized Learning
   ○ Teaching Language Through Content
✓ Colorin Colorado! https://www.colorincolorado.org/ell-strategies-best-practices | Henrick & Weissman Ch. 3 – Fostering Creative Play Reading Due:
*Canvas – Selected Reading*
Skills for PS Teachers (J.Beaty): Ch 7 – Adv Creative Skills
    (pgs. 197-199) |
| February 10 & 11 | ✓ Preschool Participation – Functional Assessments – collect data
✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques
✓ Practice and participate in meetings with parents to discuss child development issues and concerns as they pertain to typical maturational stages and delays due to deafness and/or other needs
✓ Discuss ELL strategies through demos:
   ○ TPR (Total Physical Response)
   ○ Comprehensible Input (Krashen)
   ○ Language Experience Stories
   ○ Conversational Approach
   ○ Embedded, Contextualized Learning
   ○ Teaching Language Through Content | Henrick & Weissman Ch. 4 – Providing Cross-Cultural, Nonsexist Education Ch.8 – Promoting the Dev of the Physical Self

*Canvas – Selected Reading*
Skills for PS Teachers (J.Beaty): Ch. 3 – Learning Environment
    (pgs. 74-98)
Ch 9 – Promoting Social Skills
    (pgs. 232-255) |
| February 17 & 18 | ✓ Define the terms "language", "speech", and "auditory skills", explain their stages of development, application in a preschool classroom, and how they are interrelated for the development of the DHH child's LSL | Reading Due: Henrick & Weissman Ch.14 – Supporting the Dev of the Cognitive Self |

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| | ✓ Write and prepare theme-based curriculum activities<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Lewin-Benham – Chapters:<br>9 – Materials & Relationships<br>10 – Documentation<br><br>*Canvas – Selected Reading*<br>Skills for PS Teachers (J.Beaty):<br>Ch 10 – Providing Guidance<br>    (pgs. 256-277) |
| Feb 24 | ✓ Student Teaching Practicum Rotation and Evaluation period begins and ends 4/29<br>✓ Lead Teacher #1 full morning<br>✓ Teacher's Asst full morning<br>✓ Troubleshoot amplification devices (e.g., cochlear implants, hearing aids, and FM systems, and/or soundfield) in the general setting<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques<br>✓ Identify examples of theories found used in classroom (e.g., Behavioral, Cognitive, Socialcultural) | Henrick & Weissman<br>Ch.16 – Developing the Whole Child: Becoming the Whole Teacher<br><br>Self-Eval Grad #1/Video of first day |
| Feb 25 | ✓ Lead Teacher #1 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #1/Video of second day |
| Mar 3 | ✓ Lead Teacher #2 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #2/Video of first day |
| Mar 4 | ✓ Lead Teacher #2 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br>Self-Eval Grad #2/Video of second day |

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| Mar 10-11 | MSMU Spring Break | |
| Mar 17 | ✓ Lead Teacher #3 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation - Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #3/Video of first day |
| Mar 18 | ✓ Lead Teacher #3 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation - Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #3/Video of second day |
| Mar 24 | ✓ Lead Teacher #4 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation - Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #4/Video of first day |
| Mar 25 | ✓ Lead Teacher #4 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #4/Video of second day |
| Mar 31 & April 1 | JTC Preschool - Spring Break<br><br>✓ In-Class Project:  As a TOD, prepare 8-10 slide PPT introducing preschool parents to your classroom, providing an overview of ECE philosophy that supports spoken language and social development for the DHH learner, and thematic unit content. Present to the class and instructor.<br>✓ Individual conferences with instructor | |
| Apr 7 | ✓ Lead Teacher #5 full morning<br>✓ Teacher's Asst full morning | Video full morning |

| | | |
|---|---|---|
| | ✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Self-Eval Grad #5/Video of first day |
| Apr 8 | ✓ Lead Teacher #5 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #5/Video of second day |
| Apr 14 | ✓ Lead Teacher #6 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #6/Video of first day |
| Apr 15 | ✓ Lead Teacher #6 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #6/Video of second day |
| Apr 21 | ✓ Lead Teacher #7 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #7/Video of first day |
| Apr 22 | ✓ Lead Teacher #7 full morning<br>✓ Teacher's Asst full morning<br>✓ Preschool Participation – Functional Assessments – Collect data<br>✓ Study and observe theory application, LSL strategies used, UDL, and classroom management techniques | Video full morning<br><br>Self-Eval Grad #7/Video of second day |
| Apr 28 | ✓ Prepare an 8-10 slide PPT:  Key Principles/Takeaways a first year TOD focused on LSL should know<br>✓ Log of Supervised Hours – signatures | Video full morning<br><br>Self-Eval Grad #10/Video of first day |

| | | |
|---|---|---|
| | ✓ Summary of preschool students' present levels from functional assessment and data collected over this semester | ePortfolio completion and evaluation |
| Apr 29 | ✓ Prepare an 8-10 slide PPT: Key Principles/Takeaways a first year TOD focused on LSL should know<br>✓ Log of Supervised Hours – signatures<br>✓ Summary of preschool students' present levels from functional assessment and data collected over this semester | Video full morning<br><br>Self-Eval Grad #10/Video of second day<br><br>ePortfolio completion and evaluation |
| May 6-7 | ✓ FINALS WEEK | |

**MSMU Department of Education**
**Candidate Dispositions Statement**

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.

**MSMU Education Candidates are expected to:**
1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn.
2. Demonstrate respect for children, families, communities, colleagues, and supervisors.
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude).
4. Exemplify ethical behavior and integrity.
5. Engage in self-reflective practice and professional growth.
6. Attend to deadlines, punctuality, attendance and participation expectations.
7. Follow coursework and fieldwork assignment directions given by instructors and advisors.
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement.
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect the expected dispositions in work with students, families, and communities.

**At MSMU, we follow a process of formative feedback in relationship to dispositions:**
1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

# MSMU and Education Department Policies

Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the Center for DEI's myMSMU page for more information and resources.

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2018-2020 MSMU catalog, which is available online at https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include but are not limited to the following:

1. **Cheating:** Cheating of any kind is dishonest. This includes copying other's essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.

2. **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.

3. **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e. not giving appropriate credit). Acts of plagiarism include the following: • failure to document and give credit to an original source, • paraphrasing another person's ideas without giving credit, • using direct quotes without proper recognition of the source, • using statistics, facts, or information from a source other than your own original research without giving credit.

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion and allow the same freedom for others. See MSMU's Graduate Student Handbook for further discussion. https://www.msmu.edu/graduate-programs/media/website/content-assets/msmuedu/graduate-programs/about-msmu/documents/Student-Handbook-Part-II---2018-2019_with-Disclosure.pdf

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook, which is available online at https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf

**Internet Courseware Platform:** It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. Please ask for assistance if you are experiencing difficulties in posting.

**Online Participation:** It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion.  Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use *Canvas*. Be polite and respectful, use professional grammar (use Grammarly) and correct spelling (use Spell Check), do not write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

**Students with Disabilities:** MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability.  If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to make arrangements for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

**Learning Resource Center:**  Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance for you according to your needs at (213) 488-2692.

**Absences:** Regular attendance is especially important in the JTC/MSMU DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model.

Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the University policy as stated in the MSMU catalog.