



Master's & Credential Program

EDU 239B
DHH: Practicum with Learners 5-22 (3 units) Onsite

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| Vicki Ishida, MEd. | |
| Class Dates: Fall/Year 2 2021 (16 weeks) | Office Hours: By appointment |
| Class Hours: 7:30-3:00 pm (school hours) | E-mail: ishida.vicki@gmail.com |
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Course Description for the Onsite Program

This course is a culminating practicum experience in teaching children who are deaf and hard of hearing in elementary school settings and the companion class to EDU 239A, DHH: Curricula for Learners 5-22.

The focus is on a systematic sequence of observations, applications, and evaluations of various pedagogical and methodological approaches in a variety of settings with various types of children who are deaf and hard of hearing. The candidate writes reflections regarding the observations of educational settings in the greater Southern California region (See schedule for observations/fieldwork). The candidate plans instruction for the class based on state-mandated content area standards.

Theory, practice, and research are integrated into activities designed to provide D/HH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans (IEPs) and the application of the California State Standards in the DHH classroom.

The course also includes seminar classes related to the practicum experience. Candidates will participate in several practicum placements to meet credential requirements:

1. Observation and fieldwork at various placements to be arranged by faculty. The placements will include the range of service delivery options for DHH students required by the Education Specialist DHH Credential:
 - a. Residential school (ASL). A reflection on the experience is required.
 - b. Day school/special day classes (ASL and LSL, preschool, elementary & secondary). 3 reflections of the experiences are required.
 - c. Inclusion/mainstream/team teaching classes
 - d. Transition Planning and Placement (secondary)
 - e. Placements for students with additional needs (ASD, ELL, etc.)
 - f. Community agencies for Deaf individuals
2. A one-day tag-along fieldwork placement with an itinerant teacher of the deaf. A reflection on the experience is required.
3. A one-week teaching experience in a general education classroom at a site to be arranged by faculty. A child who is deaf or hard of hearing will be a student in each of the participating classrooms. The candidate will collaborate with the general education teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in the general education classroom. The candidates will write a reflection of the experience.
4. A one-week teaching experience in a sign language DHH education classroom at a site to be arranged by faculty. The candidates will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in the sign language education classroom. The candidate will write a reflection of the experience.
5. A ten-week teaching experience in a DHH education classroom using listening and spoken language at a site to be arranged by faculty. The candidates will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about assessment, planning, behavior management, adaptations, and curricular issues in a listening and spoken language education classroom. The candidate will write a reflection of the experience.
6. Candidates who demonstrate aptitude for independent planning and comprehensive understanding of the Common Core State Standards and who have passed all qualifying examinations may qualify to apply for an Internship with an approved school or school district. This assignment will last 2 semesters and candidates will participate in the first semester seminars

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 350-hour practicum commitment in order to complete the assignments and meet the performance-based competencies for this course is required. 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.

Practicum Validation: Candidates must complete the Observation Log and Student Teaching Log for the completed practicum. The Master Teacher will complete the Master Teacher Log. These forms can be found in the Candidate Handbook.

Course Purpose

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

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 College.

Course requirements are built around the professional standards of the organizations listed below. The requirements provide an opportunity for candidates to demonstrate on-going growth towards becoming a credentialed teacher, and for degree candidates to demonstrate their scholarly development. Grade assignment is based on the quality of the demonstrated performance by each individual in relationship to the stated course requirements.

- California Commission on Teacher Credentialing (CCTC) Standards:
 - Preliminary Credential: Education Specialist/Deaf & Hard of Hearing
- California Standards for the Teaching Profession (CSTPs)
- California Teaching Performance Expectations (TPEs)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)
- A.G. Bell Academy for Listening and Spoken Language

In addition to course-based performance evaluation by the course instructor, the *Centerpiece Assignments* identified in this course represent the performance-based product that is used to evaluate your teaching. A rubric-based assessment developed around the special education program professional standards will be used by program faculty to evaluate your Centerpiece artifact at the culmination of your program of study.

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| <p style="text-align: center;">Commission on Teacher Credentialing Preparation Expectations (TPEs) Focus in this course</p> |
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- 1.1 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. **Practiced:** Candidates will include a variety of multimodal and languaging techniques during instruction to meet the needs of all students. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments
- 1.2 Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) 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. **Practiced:** Candidates will create and deliver lessons utilizing multimodal instruction, scaffolding, appropriate strategies to address the needs of students as stipulated in the IEP and ongoing assessments of student progress and needs. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments
- 1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs. **Practiced:** Candidates will compose a letter of introduction to the families of children they will be teaching as well as review student IEPs to determine students needs. **Assessed:** Mid and Final report utilizing the MSMU Evaluation tool/ CTC assigned assessments.
- 1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities. **Practiced:** Candidates will incorporate aspects of students' lived knowledge when creating plans that include multimodal activities and UDL considerations.
- 2.1 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. **Practiced:** Observation and evaluation of each students' needs to create a safe learning environment for each student. **Assessed:** Implementation of self-advocacy language as demonstrated in the MSMU evaluation tool/ CTC assessment
- 2.2 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. **Practiced:** Candidates will implement appropriate strategies and techniques as placement intends to

further students' language competency

2.3 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.

Practiced: Utilization of UDL and implementation of a variety of language strategies that provide access and comprehension of knowledge that support interpersonal relationships in the classroom.

Assessed: Implementation of self-advocacy language as demonstrated in the MSMU evaluation tool/ CTC assessment

2.4 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. **Practiced:** Create and/maintain a behavior plan that addresses the value of each student

2.8 Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity. **Practiced:** As Program structure allows candidates will provide opportunities for social interactions between language model peers in activities such as older student models assisting their younger friends who are also DHH

3.1 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. **Assessed:** Candidates in observations and master teacher reporting - will demonstrate instruction strategies that facilitate advanced vocabulary development and comprehension through the use of strategies learned in prior course work.

3.2 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. **Practiced:** Create and deliver instruction utilizing a variety of multimodal and language learning strategies to deliver content knowledge. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English). **Practiced:** Review assessments utilized in the IEP and the use of formative and summative assessments in their placement as appropriate

3.5 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. **Practiced:** Implementation of each students' accommodations and lesson differentiation to meet the needs of each student. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

3.6 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. **Practiced:** Implementation of each students' accommodations, lesson differentiation by utilizing a variety of materials including technology to facilitate authentic learning. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting 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. **Practiced:** Lesson planning. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

5.1 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. **Practiced:** Review student IEPs etc. and discuss without identifiers reasons for students' placements in classroom assigned in practicum

5.3 Develop and administer linguistically and culturally appropriate **assessments** in the language understood by the students guide instruction and monitor progress. **Practiced:** Develop and administer assessments for evaluating knowledge and progress utilizing criterion referenced, formative and summative assessments. **Assessed:** Mentor observations, MSMU evaluation tool/ CTC assessment

6.4 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. **Practiced:** Daily technology checks and ability to trouble shoot malfunctioning technology so that students have appropriate auditory access to instruction utilizing personal hearing technology as well as classroom or other provided auditory/ visual technology. **Assessed:** Mentor observations, MSMU evaluation tool - Supervised Teaching Form/ CTC assessment

Required Textbooks

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| Morgan, J. & Ashbaker, B. (2001) A teacher's guide to working with paraeducators and other classroom aides. Alexandria, VA: Association for Supervision and Curriculum Development (ISBN0-87120-505-X) |
| Readings and handouts provided by instructor and/or master teachers |
| Teacher manuals for all content areas appropriate to age/grade of candidate's practicum |
| Websites http://www.onlineacademy.org/acad/products/preview.html (CalStat site) |

Course Structure

The course will consist of the following components:

1. **Program Observations:** Students will meet JTC Faculty at schools and venues that serve children who are deaf or hard of hearing and their families. Schools and venues will provide tours and discussions of the programs offered at the sites. Students are responsible for reflections on 4 of the observations, one of which is required (CSDR).
2. **Practicum Experiences:** Student teaching in a classroom of DHH students ages 5- 22 under the supervision of a credentialed teacher of the deaf. Student will observe, write lesson plans, implement lesson plans, critique lessons, immerse herself/himself in the life of the classroom and school. The Master Teacher and the Course Instructor will each complete a set of

evaluations (mid-assignment and final) and conference with the student on the evaluations. The scores from these evaluations will be used in assigning a grade for the course (see page 8).

Students will write one reflection for a week-long experience in a TC DHH Classroom and a second reflection for a week-long experience in a General Education Classroom in which a DHH student is included. Rubrics are provided in advance for both reflections.

3. **Practicum Notebook:** The candidate will generate a notebook over the period of the practicum that will reflect the entire experience. It will include all formal and informal assessment information on each child (all identifying information removed) in the classroom (e.g., audiological, language, speech, auditory skills, cognition, etc.), all lesson plans in each area, all observation logs, all evaluations, all conference forms with field supervisor. Additional handouts and references will be added to the notebook.
4. **Practicum Video:** In consultation with the master teacher and university field supervisor, the candidate will choose a classroom lesson to videotape and showcase acquired Teacher Performance Expectations combined with Listening and Spoken Language teaching strategies. The candidate will conduct a self-evaluation, using the Auditory-Verbal Educator Teaching Behaviors Checklist. The self-evaluation will be discussed with the supervisors, in conjunction with the MSMU Education Specialist Credential Program - DHH Supervised Teaching Feedback Form completed by the supervisors on the same videotape.
5. **Conferences with the instructor:** During seminar dates at JTC and on the campus where the student is student teaching, the instructor will meet with the student to discuss progress, critique lessons, answer questions.
6. **Conferences with master teacher:** Student will arrange time to meet with the master teacher AT THE MASTER TEACHER'S CONVENIENCE to discuss progress, critique lessons, and answer questions.
7. **Seminars:** Students are responsible for all the readings as assigned by field supervisors to fully participate in class discussion of reading materials. Student candidates are responsible for staying current with all assignments from the Literacy Workshop component of the Seminar: readings, written assignments, discussion in seminar, application of content to their student teaching placements.
8. **Attendance and Class Participation:** Since this is a practicum course, the required number of hours must be met, regular attendance, as well as active and positive participation throughout is expected and required. In the event of an illness or emergency that will prevent the student teaching from attending class, the master teacher and university field supervisor will be notified before class starts. Students will attend seminar class one afternoon a week for 2-3 hours for the duration of the student teaching assignment. Additional readings and assignments due each week will be discussed in seminar meetings. Any absences from

classroom participation must be made up.

9. **Collaboration:** Students will create a chart identifying school personnel with whom they have collaborated or intend to collaborate over the course of their practicum. The chart will include information about the roles of the professionals and the student candidates' learning.
10. **Program Observations:** Students will meet JTC Faculty at schools and venues that serve children who are deaf or hard of hearing and their families. Schools and venues will provide tours and discussions of the programs offered at the sites. Students are responsible for reflections on 4 of the observations, one of which is required (CSDR).

| Passing Grades | | Failing Grades | |
|----------------|-----------|----------------|------------|
| A | 95 – 100 | C+ | 78 – 79.9 |
| A- | 90 – 94.9 | C | 74 – 77.9 |
| B+ | 88 – 89.9 | C- | 70 – 73.9 |
| B | 84 – 87.9 | F | BELOW 70.0 |
| B- | 80 – 83.9 | | |

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 | |
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| Assignment | % Toward Grade |
| I. Seminar | |
| a. Participation | 10% |
| b. Collaboration Chart | 5% |

| Expanded Assignment Rubric | |
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| II. Teaching Competencies | |
| a. Notebook | 10% |
| b. Reflections from General Education and Sign Language | 5% |
| c. Video Analysis/Evaluations | 70% |

EDU 239B DHH Practicum with Learners 5-22
Seminar Collaboration Chart

- Candidates will demonstrate understanding of Response to Instruction (RTI) and Research

Evidence Learning/Teaching Strategies alignment with Every Student Succeeds Act (ESSA)

- Candidates will identify the educational needs of individuals who are deaf and hard of hearing in the classes to which they are assigned and recognize the long-term transition planning for each student, and plan and implement lessons accordingly.
- Candidates will demonstrate ability to identify students' behavior that warrants collaborative interaction with other personnel.
- Candidates will create a chart that identifies personnel resources for:
 - assessments appropriate for students with hearing loss, including those with additional disabilities
 - teaching and learning strategies
 - behavior management techniques
 - strategic instruction
 - curriculum goals/objectives
 - knowledge of core curriculum issues/adaptations
 - executive skills: self-advocacy/self-monitoring.
 - mainstreaming experiences
 - inclusion education considerations discussions
 - social skill building
 - IEPs and transitional planning
 - diversity adaptations/accommodations.
 - technology designed for special education as well as the general education classroom (iPads, iPhones, PCs, Laptops, BlackBerries, Internet sources, texting, etc).

Expanded Assignment Rubric

EDU 239B DHH: Practicum with Learners 5-22

Video Analysis and Evaluations of Student Teaching Experience

- Candidates will demonstrate knowledge of California Common Core State Standards, grade/age appropriate, in all lesson plans and implementation.
- Candidates will demonstrate understanding of Response to Instruction (RTI) and research evidence learning/teaching strategies alignment with Every Student Succeeds Act (ESSA)
- Candidates will identify the educational needs of individuals who are deaf and hard of hearing in the classes to which they are assigned, recognize the long-term transition planning for each student and plan and implement lessons accordingly.
- Candidates will demonstrate ability to manage students' behavior and learning environments.
- Candidates will demonstrate skill in:
 - assessments appropriate for students with hearing loss, including those with

- additional disabilities
 - teaching and learning strategies
 - strategic instruction
 - behavior management techniques
 - curriculum goals/objectives
 - knowledge of core curriculum issues/adaptations
- Candidates will write for performance-based outcomes.
- Candidates will demonstrate knowledge of executive skills: self-advocacy/self-monitoring.
- Candidates will participate in:
 - mainstreaming experiences
 - inclusion education considerations discussions
 - social skill building
 - IEPs, transition planning
- Candidates will demonstrate knowledge of diversity adaptations and accommodations.
- Candidates will include specific instruction using technology designed for special education as well as the general education classroom (iPads, iPhones, PCs, laptops, Internet sources, texting, apps, etc).
- Candidates will include information from Individual Education Plans and Individual Transition Plans in writing and implementing lesson plans.
- *Candidates will work effectively with paraeducators and collaborate with general educators.*
- Candidates will score themselves on the *Auditory-Verbal Teaching Behaviors Checklist* and conference with the instructor regarding the evaluation of the specific lesson on the videotape.

| Class Schedule, Topics, Readings | |
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| Module One: Initial Considerations | <ul style="list-style-type: none"> • Learner characteristics • Hearing loss and additional disabilities • Standards-based performance • Every Student Succeeds Act (ESSA) • Response to intervention • Learner-centered instruction-conditions of teaching • Professional perspectives |
| Module Two: Foundations for Instruction | <ul style="list-style-type: none"> • D/HH students with additional needs • California core content standards: grade & age appropriate • Beginning-of-the-year planning & organization • Informal, formal, and specialized assessment • The instructional cycle • Instructional materials • Managing student behavior (PBIS) • Managing students and learning environments |

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| <p>Module Three: Instructional Techniques</p> | <ul style="list-style-type: none"> • Strategy instruction • Content instruction • Social skills & peer-mediated instruction • Study skills instruction • Cognitive and language skill development • Response to Instruction (RTI) • Research evidence on evidence-based practices • Learning/teaching strategies alignment with ESSA • Educational needs of individuals who are DHH • Teaching and learning strategies • Strategic instruction • Curriculum goals/objectives • Needs of English language learners and students with additional disabilities • Performance-based outcomes • Executive skills: self-advocacy/self-monitoring |
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| <p>Module Four: Factors Affecting Instruction</p> | <ul style="list-style-type: none"> • Communication & collaborative consultation • Technology for teaching & learning • Core curriculum issues • Mainstreaming • Collaboration with general educators • Inclusion education considerations • Working with paraeducators, facilitators, interveners, interpreters • Collaboration with support personnel (audiologists, speech pathologists, etc.) • Social skill building • Equal access • Diversity adaptations and accommodations • Universal Design for Learning (UDL) • Toxic environments, poverty, stress, resilience • Technology & special education • Transition from school to community living • Individual Education Plan (IEP) • Individual Transition Plan (ITP) |
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Preliminary or Final
(circle one)

Mount Saint Mary's University
Education Specialist Credential Programs
Supervised Teaching Feedback Form

Candidate _____ School _____

Subject _____ District _____

Grade Level(s) _____ Dates: Beginning _____ Ending _____

4 – OUTSTANDING PERFORMANCE 3 – SATISFACTORY PERFORMANCE Revised: Spring 2019

2 – PARTIAL or INCONSISTENT PERFORMANCE 1 – UNSATISFACTORY

N – NOT OBSERVED

Directions: Please use the scale shown above to assess the candidate's performance. Circle the appropriate number. Comments for individual 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.

| TPE 1: Engaging and Supporting Students in Learning | | | |
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| 1.1 | Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. | Comments: | N 1 2 3 4 |
| 1.2 | Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. | | N 1 2 3 4 |
| 1.3 | Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy | | N 1 2 3 4 |

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| | of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. | | |
| 1.4 | Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). | | N 1 2 3 4 |
| 1.5 | Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, postsecondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. | | N 1 2 3 4 |
| 1.6 | Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. | | N 1 2 3 4 |
| 1.7 | Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. | | N 1 2 3 4 |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | | | |
| 2.1 | Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. | | N 1 2 3 4 |
| 2.2 | Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. | | N 1 2 3 4 |
| 2.3 | Demonstrate the ability to address functional limitations of movement and/or sensation for | | N 1 2 3 4 |

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| | students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations. | | |
| 2.4 | Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs. | | N 1 2 3 4 |
| 2.5 | Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. | | N 1 2 3 4 |
| 2.6 | Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. | | N 1 2 3 4 |
| 2.7 | Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. | | N 1 2 3 4 |
| 2.8 | Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. | | N 1 2 3 4 |
| 2.9 | Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. | | N 1 2 3 4 |
| 2.10 | Implement systems to assess, plan, and provide | | N 1 2 3 4 |

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| | academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. | | |
| 2.11 | Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. | | N 1 2 3 4 |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | | | |
| 3.1 | Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). | | N 1 2 3 4 |
| 3.2 | Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. | | N 1 2 3 4 |
| 3.3 | Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (i.e. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning. | | N 1 2 3 4 |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | | | |
| 4.1 | Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. | | N 1 2 3 4 |
| 4.2 | Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to | | N 1 2 3 4 |

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| | instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. | | |
| 4.3 | Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. | | N 1 2 3 4 |
| 4.4 | Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. | | N 1 2 3 4 |
| 4.5 | Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. | | N 1 2 3 4 |
| 4.6 | Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. | | N 1 2 3 4 |
| 4.7 | Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. | | N 1 2 3 4 |

| TPE 5: Assessing Student Learning | | | |
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| 5.1 | Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. | | N 1 2 3 4 |
| 5.2 | Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. | | N 1 2 3 4 |
| 5.3 | Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. | | N 1 2 3 4 |
| 5.4 | Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. | | N 1 2 3 4 |
| 5.5 | Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. | | N 1 2 3 4 |
| 5.6 | Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the | | N 1 2 3 4 |

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| | assessment of students with complex communications needs. | | |
| TPE 6: Developing as a Professional Educator | | | |
| 6.1 | Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. | | N 1 2 3 4 |
| 6.2 | Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. | | N 1 2 3 4 |
| 6.3 | Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. | | N 1 2 3 4 |
| 6.4 | Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. | | N 1 2 3 4 |
| 6.5 | Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. | | N 1 2 3 4 |
| 6.6 | Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. | | N 1 2 3 4 |

Final Requirements: The candidate is to successfully perform the following skills.

- _____ Demonstrate the Formal Assessment: Process and Application
- _____ Demonstrate the IEP process and leadership role
- _____ Note application of appropriate Transitional requirements

General Comments:

Mount Saint Mary's University Department of Education Candidate Dispositions Statement

MSMU 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 University and Education Department Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

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 Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online.

Internet Courseware Platform: It is important to be able to use the *Angel* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Angel*. 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 "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't 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: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance

procedures, go to msmu.edu/disabilitygrievanceprocedures.

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

Absences: Regular attendance is especially important in the JTC/MSMU DHH Graduate Program. **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.