

Master's & Credential Program

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

Vicki Ishida, MEd.

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| 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 |
| JTC Office: 213 863-9973 (Amanda) | Cell Phone: 310-721-6483 |
| JTC Fax: 213 745-5074 | |

MSMU Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

This course is designed to be a cumulating practicum experience in the MSMU/JTC teacher preparation program and provides opportunities for the candidate to integrate and refine many of the competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom or itinerant caseload with students who are deaf and hard of hearing in elementary, middle, or high school settings. It is the companion class to EDU 239A, DHH: Curricula for Learners 5-22. Full time teaching is required along with participation in the supervised teaching seminar. Candidates must have access to daily transportation to the fieldwork site.

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 related service professionals across the spectrum of education options. This course stresses the implementation of individual educational plans (IEPs) and practice and application of Universal Design for Learning (UDL) to accommodate the needs of diverse students as they access the California State Standards.

Over the arc of the program candidates will participate in several practicum observations and placements to meet the Educational Specialist DHH credential requirements:

Fieldwork

The fieldwork reflects the diverse educational placements available to students who are DHH. Both early fieldwork and clinical placements are arranged by the MSMU/JTC faculty, and they reflect the range of service delivery options for students who are deaf and as required by the Education Specialist DHH Credential:

Early Fieldwork (*prior to this course*) Reflections are required and recorded.

- a. Residential school for the Deaf
- b. Day school/special day classes (ASL and LSL, preschool, elementary & secondary).
- c. Inclusion/mainstream/team teaching classes
- d. Transition Planning and Placement
- e. Placements for students with additional needs
- f. Community agencies for Deaf individuals
- g. Tag-along fieldwork placement with Early Start and school aged itinerant teacher

Supervised Clinical Practice

A 450-hour practicum commitment 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.

1. A one-week teaching experience associated with the focus LSL student teaching placement. Grad scholars will participate in a general education classroom where a student who is DHH receives some or most of his/her instruction. The scholar will collaborate with the general education teacher and other professionals at the school site and gain knowledge about access, assessment, planning, behavior management, accommodations, and curricular issues in the general education classroom.
2. A one-week observation/ teaching experience in a sign language DHH education classroom at a site to be arranged by the MSMU/JTC faculty. Grad scholars will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about bi/bi education, translanguaging, communication, classroom management, accommodations, and curricular issues in the sign language education classroom.
3. A twelve-week teaching experience in a TK through 12th grade DHH educational setting using listening and spoken language at a site(s) to be arranged by faculty. The candidates will collaborate with the DHH teacher and other professionals at the school site and gain knowledge about student learning, IEP goals and assessment, educational planning to meet the specific needs and goals of individual students, behavior management, accommodations, curricular challenges and providing culturally and linguistically appropriate pedagogy in a listening and spoken language education classroom.

Course Objectives and Learning 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 University.

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 individuals 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

Candidates will practice and demonstrate competencies in the following expectations of a novice teacher and the readiness to serve as a self-contained elementary school teacher or as an itinerant teacher.

Commission on Teacher Credentialing - Teacher Preparation Expectations (TPEs) Focus and Elements:

- **TPE 1:** Engaging and Supporting All Students in Learning.
- **TPE 2:** Creating and Maintaining Effective Environments 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.

Course Focus TPEs

1.1 Provide and sustain a language rich environment in English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training, research based education methodology, language practices and current effective learning.

Practiced: Candidates will include multimodal and languaging techniques during instruction to meet the needs of all students. **Assessed:** Mid and Final report utilizing the MSUM Evaluation tool/ CTC assigned assessment tools.

1.2 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.

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/ CTC assessment.

Required Textbooks

- *There are no required textbooks for this course. However, texts from previous classes may serve as important references.*

Course Requirements

1. Preservice candidates are expected to gradually assume all teaching responsibilities. Timing will vary in accordance with school demands, the Cooperating Teacher's classroom schedule and the appropriateness for the individual student teacher. The *Suggested Timeline for Supervised Teaching* provides more detailed information on this topic.
2. All candidates are expected to maintain open communication with their Cooperating Teacher and University Supervisor. It is the candidates' responsibility, in collaboration with their Cooperating Teacher and University Supervisor, to arrange and confirm visits to the classroom by the University Supervisor. Candidates will be visited at least weekly by the University Supervisor.
3. Student teacher must maintain the *Student Teaching Log*. If there are questions about this log, please direct your questions to the fieldwork coordinator.
4. Candidates must prepare written plans, using the MSMU Lesson Plan format, for each visit by the University Supervisor. Plans are due to the University Supervisor by email the night before the observation visit. These plans must be discussed and approved by the Cooperating Teacher in advance and written-up in the manner requested by the Cooperating Teacher.

Required Field Experience:

Pre-service candidates – This field experience is comprised of the following two elements:

1. One week of observations in an ASL classroom and program
2. Fourteen- fifteen weeks in a Listening and Spoken Language classroom and program with opportunities to observe and work with a child who is DHH receiving instruction in the general education classroom.

Student teachers are required to be at their assigned school site during the whole day. They must arrange to arrive at the school 30 minutes prior to the start of the school day. They must arrange to arrive at the school 30 minutes prior to the start of the school day. Student teachers must go to the school office each day to complete the sign-in procedure. Student teachers should plan to stay until planning and preparation are complete, which could be 4:30 in the afternoon. When deemed appropriate by the Cooperating Teacher and school administration, student teachers also participate in meetings, IEPs, professional development, and school events. Placement information will be provided by the Fieldwork Coordinator.

Course Format

This course will meet remotely once a week on a day to be selected at the beginning of the semester by the Field Administrator with the Student teachers' input. All required lesson plans will be submitted digitally to the University Supervisor. You will receive a Zoom meeting link at the start of the semester.

Grade/Credit for Courses

EDU 239B is taken for a credit/no credit grade.

To earn credit for EDU 239B you must fulfill all course requirements including attendance, lesson plan submission, at least 12 scheduled observations by the university supervisor, and must demonstrate competency on the TPEs at a minimum level of "3" - Adequate Evidence of Appropriate and Effective use in both the mid and final assessments. You must have amassed a minimum of 4 weeks of solo teaching and submit your student teaching log to the fieldwork coordinator within three days of the end of your assignment/placement.

Over the course of the student teaching assignment, the student teacher should gradually be given the opportunity to assume all teaching responsibilities. The following are general guidelines for the supervised teaching assignment. For some candidates these will vary in accordance with school policies, demands, the Cooperating Teacher's classroom schedule, and the appropriateness for the individual student teacher. During the period of the student teaching placement, the student teacher must engage in a **minimum** of four weeks of solo or co-teaching.

Solo or co-teaching includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for : planning lessons based on the students in the classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

With this full range of instruction occurring, the program may allow a candidate's solo or co-teaching experience to be either contiguous or divided into one- or two-week segments, as appropriate. To support candidates completing the CalTPA, at least one week should take place around the fourth or fifth week of placement. The remaining weeks should be planned for and must be completed by the end of placement. Any questions about this requirement should be promptly discussed with the Fieldwork Coordinator.

Student teachers are expected to arrive at school at least 30 minutes before the school day begins, or earlier if requested by the Cooperating Teacher. S/he is responsible to stay after school until the Cooperating Teacher thinks planning and preparation are adequate.

California TPEs for Deaf and Hard of Hearing

TPE 1: Engaging and Supporting All Students in Learning.

TPE 2: Creating and Maintaining Effective Environments 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.

- Candidates will demonstrate knowledge of California core content 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
 - Universal Design for Learning (UDL)
 - teaching and learning strategies
 - strategic instruction
 - diagnostic 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 cultural sensitivity in classroom environment and lessons
- Candidates will demonstrate knowledge of accommodations and modifications
- Candidates will demonstrate knowledge of educational and low incidence technology

Suggested Timeline of Responsibilities for Supervised Teaching

Week 1

Management:

- Begin handling routines of attendance, recording grades, grading assignments, dismissing class
- Learn students' names
- Observe the Cooperating Teacher's discipline techniques, behavioral and academic expectation

Curriculum and Instruction:

- Plan, implement, and evaluate several small group lessons, demonstrating knowledge how to assess student learning and re-teach necessary concepts. (Written lesson plans are required)
- Work one-on-one with selected students
- Assist the Cooperating Teacher with lesson development, preparation of materials

School Culture:

- Become familiar with the school schedules, location of facilities, and the roles of personnel
- Meet school staff and administrators

Week 2

Curriculum and Instruction:

- Become familiar with how the school uses State Frameworks and Standards for relevant subject area(s)
- Plan, implement, and evaluate several full class lessons (written lesson plans are required)
- Evaluate student work and provide meaningful feedback to students and additional follow-up instruction

- Learn about cumulative folders of students and other student records
- Discuss Teaching Performance Assessment (TPA) task(s) to be completed during this rotation

School Culture:

- Attend all-school activities (e.g., PTA meeting, School Board Meeting, School Site Council meeting, common planning time meeting, parent/teacher conferences, workshops)

Week 3

Management:

- Begin forming and implementing own discipline techniques

Curriculum and Instruction:

- Plan, implement, and evaluate several full class lessons which are sequential
- Begin planning a unit of study to be taught within the next few weeks
- Calendar at least four weeks of solo or co-teaching

School Culture:

- Talk with the teacher who heads the student government program; with a coach of a popular sport; with the music, art or drama teacher; with the instructional support faculty; etc.
- Talk with parents, teachers, and community liaisons about how the school involves the community and students' community knowledge in the learning environment
- Read the school newspaper; look at last year's yearbook, etc.

Feedback and Evaluation:

- First Preliminary feedback on MSMU form discussed and signed. Submit this document to the university superior

Remainder of Weeks

- Continue to increase involvement in the classroom and school.
- Co-planning and co-teaching with Cooperating Teacher as well as solo planning and instruction that is pre-approved by the Cooperating Teacher.
- Collecting video and written evidence of teaching and learning as required by CalTPA Instructional Cycle 1.
- Second Preliminary feedback on MSMU form discussed and signed. Submit this document to the university supervisor.
- Collecting video and written evidence of teaching and learning, as required by CalTPA Instructional Cycle 2.
- Final Feedback and Evaluation on MSMU form (final week is okay) discussed and signed. Submit to the university supervisor or arrange for delivery to the Fieldwork Coordinator by the published end of the MSMU semester.

Seminar Topics

Over the arc of this Student/ Intern teaching experience, the following topics will be addressed specifically focusing on students who are D/HH.

- 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 related service personnel.

- Candidates will maintain a notebook 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
 - Modifications and Accommodations.
 - Technology that supports learning across the curriculum
 - Meeting the needs of learners who culturally and linguistically diverse

Class Schedule, Proposed Topics

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| <p>Module One: Initial Considerations</p> | <ul style="list-style-type: none"> ● Learner characteristics including student diversity ● Hearing loss and additional disabilities ● Standards-based performance ● Every Student Succeeds Act (ESSA) ● Response to intervention ● Learner-centered instruction-conditions of teaching ● Professional perspectives |
| <p>Module Two: Foundations for Instruction</p> | <ul style="list-style-type: none"> ● D/HH students with additional needs ● Universal Design for Learning ● 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 |
| <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 and cultural sensitivity ● Accommodations ● Universal Design or Learning UDL) ● Toxic environments, poverty, stress, resilience ● Technology & special education ● Transition from school to community living ● Individual Education Plan (IEP) ● Individual Transition Plan (ITP) |

MSMU 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. 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.