

California State University, Fresno

**CDDS 268 Internship: Deaf and Hard of Hearing**

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Course Description:

This course provides the student with the opportunity to plan and implement instructional programs for Deaf/Hard of Hearing learners over an eight week period. The practicum is offered in public school or non public school classroom settings for Deaf/Hard of Hearing students.

General Objectives:

The student teacher will:

5. plan and organize individual and/or group lessons for students who are deaf/hard of hearing.
6. conduct teaching sessions with students who are deaf/hard of hearing
7. evaluate teaching/lesson effectiveness and identify areas for further development
8. relate to the students in appropriate interpersonal levels including empathy, respect, warmth and honesty
9. **participate in the IEP process of assessment, preparation of reports, attend IEP meeting and develop appropriate goals.**

Specific Objectives:

1. The student teacher will assess the classroom students' abilities in areas such as: language, speech, reading, audition and subject matter content areas. The assessment procedure will include, but not be restricted to the following:
  - a. formal standardized tests
  - b. school progress reports
  - c. previous clinical reports
  - d. clinician-made informal tests
  - e. observations
2. The student teacher will write lesson plans which entail the following:
  - a. specific objectives intended to evaluate the progress of the students and serve as a basis for further planning
  - b. specific activities which actively involve the students, take into account varied learning styles and refer to the objectives
  - c. appropriate timing to allow for the needs of the students, the specific situation and closure
  - d. specific instructional materials (commercial and teacher-made) suitable for the activities designed to meet the stated objectives
  - e. appropriate sequence of activities and tasks, suitable to the students
  - f. evaluation procedures to assess success of lesson objectives

3. The student teacher, under the guidance of the master teacher will administer assessments for IEP planning, help the master teacher prepare the report, attend the IEP meeting and participate in the writing of appropriate academic goals and transition planning.
4. student teacher will participate in regular conferences/discussions with the university supervisor and master teacher focusing on the student teacher's:
  - a. interaction with the students regarding the progress, feeling of accomplishment, curiosity, and interest in the lessons
  - b. use of positive reinforcement (verbal and nonverbal) with the students
  - c. efficacy in terminating a lesson and bringing closure of the activities
  - d. techniques in maintaining positive, non-threatening leadership in the lessons
  - e. skills in using a variety of strategies in the lesson, as well as flexibility in presenting information
  - f. ability to apply structure during the lesson in order to enhance thinking
  - g. the student's ability to incorporate suggestions into follow up lessons

Evaluation:

The course is graded credit/no credit. 6 hours per 8-week placement

To earn credit for the course, the student is required to satisfactorily fulfill the above stated course objectives and submit a completed portfolio to the university supervisor.

See below for the Overall Grading Policy.

Portfolio Contents:

Submit the following documents in a white 3-ring binder to the university supervisor at the completion of your student teaching:

- Label the front and end with CDDS 268 and your name
- Use tabs
- Brief information about the placement, the school, the teacher and your weekly schedule.
- Lesson Plans
- Weekly Reports
- Weekly time logs
- Cumulative time log
- Weekly Observation from Master Teacher
- Midterm and Final Evaluations from Master Teacher
- Evaluations from University Supervisor

The portfolio will not be returned to you, so make a copy for yourself. Page protectors are not necessary and make the portfolio heavy so do not use them except for small loose materials. Please keep the number of pages to a minimum. You should not need more than enough to fill a two inch binder.

General Time Guidelines  
CDDS 268

Week 1: Observe and become acquainted with students, teacher, and classroom routine.  
Plan a schedule for teaching (i.e.: which subject areas, timeline, etc.)  
Begin teaching a few lessons/classes

Weeks 2-4: Gradually assume more teaching responsibilities.  
The master teacher and Student teacher will discuss progress and decide which and how many classes the student teacher will teach.  
Student teacher should be teaching approximately 50% by the end of the 4<sup>th</sup> week.  
\*At the end of the 4<sup>th</sup> week, the master teacher will complete the student teacher evaluation form (in blue ink) and discuss with both student teacher and university supervisor.

Week 5: The student teacher will increase teaching responsibilities to approximately 75% of the school day.

Weeks 6–8: The student teacher will assume all teaching responsibilities.  
\*At the end of the eighth week, the master teacher will complete the student teacher evaluation form in red ink and discuss with both student teacher and university supervisor.

*The university supervisor will visit 3-4 times during the eight weeks to observe lessons taught by the student teacher. After the lesson is taught, the university supervisor will conference with the student teacher and master teacher if time permits. If there is a time conflict, a later time will be set for conferencing.*

### **Responsibilities of Student Teacher**

Behave (and dress) in a professional manner, including behaving respectfully toward the master teacher, other school staff, and the students. You will maintain confidentiality of all parties associated with the school.

Communicate effectively with the students and master teacher.

Provide the master teacher with a lesson plan for each lesson taught. Lesson plans will include objectives, materials, activities, and evaluation procedures.

Self-evaluate the success of each lesson and discuss feedback with the master teacher. Discuss the mid-placement (4 weeks) evaluation with the master teacher.

Submit to the university supervisor a weekly report on student teaching, including a record of time spent on different activities. At the conclusion of student teaching, submit a cumulative review of activities. These reports are to be sent via e-mail.

With the faculty supervisor, arrange for 3 or 4 sessions for observation.

Keep a portfolio of all lesson plans, written feedback from the master teacher and university supervisor, and time records of student teaching experiences.

Request from the master teacher a time to observe an IEP meeting.

Maintain contact with the University Supervisor and inform him/her of any conflicts that may arise.

Maintain up to date liability insurance and health requirements (TB and inoculations).

### **Responsibilities of Master Teacher**

Orient the student to the classroom and initiate his/her involvement with the students during the first week (Provide information about the students, the school and classroom routine).

Inform the student teacher of your expectations regarding teaching, lesson plans and acceptable student behavior.

Assign some specific *teaching* responsibilities for the student teacher to assume by the middle of the first week.

Develop a written schedule for the student teacher by the end of the first week (specifying lesson to be taught week by week).

Provide the student teacher with ongoing feedback on lesson plans, activities, behavior management, and other aspects of teaching. Written feedback should be provided weekly (on the Observation of Student Teacher Form).

At no time may you ask a student teacher to assume responsibilities outside of your own normal assigned duties as a teacher. This includes having them do personal errands for you, clerical duties usually reserved for classroom aides, or performing the assigned duties of another teacher.

Complete an "Evaluation of Student Teaching" form after 4 and 8 weeks. Discuss this with the student and University Supervisor.

Inform the University Supervisor immediately of conflicts or problems that may arise.

Complete a CSU-Fresno placement center evaluation form if requested by the student teacher.

### **Responsibilities of University Supervisor**

Arrange a suitable student teacher placement.

Explain the student teaching expectations to the student teacher.

Observe the student teacher teaching 3 or 4 lessons and provide written feedback after each lesson.

Meet with the student teacher and master teacher after 4 and 8 week to discuss progress and the evaluation form.

If the student teacher is not meeting the course requirements, explain what he/she needs to do to improve.

Review the student teacher's portfolio.

Provide support for the student teacher and master teacher should conflicts arise.

## Overall Grading Policy

Student teachers receive a grade of credit or no credit as a result of their performance in the student teaching assignment. The master teacher and university supervisor confer with the student teacher to discuss progress. The master teacher completes a mid-way and final evaluation and discusses it with the student teacher. These are presented to the university supervisor who also consults the student teacher and master teacher. There are two main requirements:

1. The successful completion of all student teaching expectations based on the course objectives and evaluation forms.
2. Satisfactory evaluation by the master teacher and university supervisor.

When the student teacher is not successfully completing the requirements, the steps below will be followed:

1. A joint conference will be held from the time a deficiency is noted by the master teacher, student, or university supervisor.
2. A written summary of the meeting will be prepared by the university supervisor. This report will state areas of needed improvement and recommendations for remediation. The student and university supervisor will sign and date the report. Copies of all evaluations and progress logs are attached to the report.
3. The master teacher will document the student teacher's progress. The university supervisor will conduct a formal observation and evaluation. A conference will be conducted to review progress.
4. If satisfactory improvement has not been demonstrated by the student teacher, a second conference will be conducted with the master teacher, student teacher, and university supervisor. A written summary of the meeting will be prepared by the university supervisor. This summary, with evaluations, will include a notation that the student teacher has been placed on probationary status. Areas of needed improvement and recommendations for remediation will be noted. A specific date for review will be noted and the student must adhere to the time-line or be removed from the placement and assigned a grade of no credit. The student and university supervisor will sign and date this report and copies will be given to all concerned parties.
5. A third conference will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of all parties concerned.
6. The final responsibility for the assignment of a grade lies with the university supervisor.
7. If the student believes the no credit grade has been unfairly assigned, information may be obtained pertaining the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room 221.

**Weekly Distribution of Student Daily Teaching Experiences**  
**Dept. of Communicative Disorders and Deaf Studies, California State University Fresno**

Name of Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Name of Master teacher \_\_\_\_\_ Week 1 2 3 4 5 6 7 8

Note: Hours must be noted to the nearest quarter (.25 = 15 minutes, .50 = 30 minutes, .75 = 45 minutes)

<b>Activities</b>	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Total
<b>TEACHING</b>								
Teaching all the pupils in the class								
Teaching a group of pupils in class								
Teaching an individual pupil								
Other:								
<b>ASSISTING WITH OTHER TEACHING DUTIES</b> such as Extracurricular activities, special activities of pupils, clubs, making reports, grading papers, etc. Specify activity and time spent.								
<b>OBSERVATION</b>								
Observing your master teacher								
Observing special teachers (music, art, etc.)								
Observing other teachers								
Others (specify):								
<b>PREPARATION</b>								
Preparing subject material, lesson plans								
Preparing bulletin boards, audiovisuals, etc								
Looking up reference materials, library, etc								
Other (specify):								
<b>CONFERENCES</b>								
With master teacher								
With university supervisor								
Others (specify):								
<b>TOTALS</b>								
Activities								
<b>TOTALS for week</b>								

Note: Add these totals to your Cumulative Distribution Sheet before turning in to University Supervisor.

## Weekly Report on Student Teaching Experience with Deaf and Hard of Hearing Students

Name \_\_\_\_\_ Date \_\_\_\_\_

Master Teacher \_\_\_\_\_

School \_\_\_\_\_

**Report Number** (circle week) 1 2 3 4 5 6 7 8

**Weekly Summary of Activities:** Write a brief reflective summary of your experiences during the past week, be sure to mention not only the highlights but also the problems you faced and how you dealt (or would like to deal) with them.

**Cumulative Distribution of Student Daily Teaching Experiences**  
**Dept. of Communicative Disorders and Deaf Studies, California State University Fresno**

Name of Student Teacher \_\_\_\_\_ Semester: \_\_\_\_\_

Name of School \_\_\_\_\_ City: \_\_\_\_\_

Name of Master Teacher \_\_\_\_\_

Note: Hours must be noted to the nearest quarter (.25 = 15 minutes, .50 = 30 minutes, .75 = 45 minutes)

Activities	1	2	3	4	5	6	7	8	Total
<b>TEACHING</b>									
Teaching all the pupils in the class									
Teaching a group of pupils in class									
Teaching an individual pupil									
Other:									
<b>ASSISTING WITH OTHER TEACHING DUTIES</b> such as Extracurricular activities, special activities of pupils, clubs, making reports, grading papers, etc. Specify activity and time spent.									
<b>OBSERVATION</b>									
Observing your master teacher									
Observing special teachers (music, art, etc.)									
Observing other teachers									
Others (specify):									
<b>PREPARATION</b>									
Preparing subject material, lesson plans									
Preparing bulletin boards, audiovisuals, etc									
Looking up reference materials, library, etc									
Other (specify):									
<b>CONFERENCES</b>									
With master teacher									
With university supervisor									
Others (specify):									
<b>TOTALS</b>									
Activities									
<b>TOTALS</b>									