

Appendix A

Transition Plan for Addressing the Revised Standards Relating to Teaching English Learners

The Transition Plan is due no later than July 31, 2013. All program modifications must be fully implemented no later than **January 31, 2015**.

Program Sponsor:	California State University, Fresno
Address:	Department of Communicative Disorders and Deaf Studies, 5310 N. Campus Drive M/S PH 80, Fresno, CA 93740
Indicate the program	<input type="radio"/> Preliminary MS <input checked="" type="radio"/> Preliminary Ed Sp (indicate specialty area below) <input type="radio"/> Preliminary SS <input type="radio"/> MM <input type="radio"/> MS <input type="radio"/> ECSE <input checked="" type="radio"/> DHH <input type="radio"/> VI <input type="radio"/> PHI
	<input type="radio"/> Gen Ed Induction <input type="radio"/> Gen Ed Clear <input type="radio"/> Clear Ed Sp Induction
Name of Program:	Deaf Education
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Date:	September 10, 2013

Plan for Modifying Preparation Program (2-3 pages)

1. Describe the process in which your program engaged to identify the changes needed to align your program to the revised standards.
2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards, including the timeline for implementing the revised course(s) and field experience(s).

Description of Course Changes	Timeline for Implementing	Date Program Narrative and Documentation Revised	Date Submitted to CTC??
Standard 9: Update language in program documents to reflect change in standard	Fall 2014	Jan – March 2014	April 2014

Standard 10: Examine the depth of coverage of planning for and use of instructional strategies with English learners. (across courses)	Fall 2014	Jan.–Mar. 2014	April 2014
Standard 14: Review of assignments and syllabi in related courses	Fall 2014	Jan.–Mar. 2014	April 2014

Return this cover page and your EL Standards Transition Plan to accreditation@ctc.ca.gov

1. The Deaf Education faculty liaison to the Kremen School of Education consults with the Multiple Subject Credential Program Coordinator regularly. Deaf Education credential candidates participate fully in courses and general education fieldwork experiences of the Multiple Subject credential program in addition to the Deaf Education credential program. Deaf Education faculty will participate in the Multiple Subject Credential Program Review Committee monthly meetings where the review of changes to the standards will take place. Changes in Deaf Education curriculum will be discussed at the Deaf Studies faculty meetings.
2. **STANDARD 9:** The minor changes to Standard 9 are currently being addressed in **LEE 177: Teaching Reading and the Arts in Grades K-3** and **LEE 173: Teaching Reading and Social Studies in Grades 4-8**, along with each course’s accompanying field experiences. No changes are needed to the courses or program document. The ELD component is addressed in **LEE 172 - Cultural and Language Contexts of the Classroom**. Differentiated instruction and interventions are also currently addressed in **CDDS 263: Seminar in Language for Deaf and Hard of Hearing Children and Youth** and in **CDDS 264: School Subjects for Deaf and Hard of Hearing Children and Youth**. No changes are needed to the courses or program document, with the exception of updating standard language.
3. **STANDARD 10:** The assessment and instruction of English learners in Standard 10 is primarily addressed in **LEE 172: Cultural and Language Contexts of the Classroom**, **LEE 173: Teaching Reading and Social Studies in Grades 4-8**, and **LEE 177: Teaching Reading the and Arts in Grades K-3**, and implemented in the field experiences of **EHD 174- Field Experience Study A**, **EHD 178 - Field Study B** in the Multiple Subject courses and in **CDDS 255 Seminar in Assessments of Deaf and Hard of Hearing Children and Youth** and **CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children and Youth**. Review of all courses and assignments will be necessary to determine sufficient emphasis is placed on the structured oral interaction, analyzing the language and literacy demands of instruction, and the variety of strategies noted in the revisions to Standard 10.
4. **STANDARD 14:** The emphasis on family involvement and cultural differences in home-school relationships in Standard 14 are currently being addressed in **LEE 172: Cultural and Language Contexts of the Classroom**. In addition. principles of establishing and

maintaining active parent involvement are addressed in **LEE 173: Teaching Reading and Social Studies in Grades 4-8** and **LEE 177: Teaching Reading and the Arts in Grades K-3**, as they relate to research on effective schools and the cooperation needed to foster maximum student achievement. In **CDDS 201 Interviewing and Counseling in Communicative Sciences and Disorders** and **CDDS 202 Aural Rehabilitation** family involvement is also a topic of emphasis. Review of assignments and syllabi in these courses is necessary to examine whether there is sufficient opportunity for teacher candidates to engage with family and communities and to examine cultural differences in home-school relationships.