CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Communicative Disorders and Deaf Studies
CDDS 278: Application of Theory into Practice in Deaf Education Settings, Fall 2013
3 Units – Credit/Non-credit

University Supervisor: Nan Barker
E-mail: nanb@csufresno.edu
Dept Address: California State University, Fresno
CDDS Department
5310 N Campus Dr M/S PH 80
Fresno, CA 93740
Phone: (559) 278-6940
FAX: (559) 278-5187

Office hours can be arranged as a phone, Skype, videophone or face to face appointment. Email to set up an appointment.

The California Commission on Teacher Credentialing (www.ctc.ca.gov) has established guidelines for Education Specialist: Deaf and Hard of Hearing (DHH) Clear Credential. Teachers must obtain a Clear DHH credential within five years after receiving a Preliminary Education Specialist: Deaf and Hard of Hearing credential. http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf

Course Description
This course provides supervised field experience working with students who are deaf or hard of hearing with an emphasis on the integration of applied research and theory into practice. Clear DHH credential candidates will develop an induction plan (IIP) with collaborative support from the university supervisor, and school district support provider where the candidate is employed.

Prerequisites
Successful completion of the Fresno State requirements for the Preliminary Education Specialist Credential and receipt of the credential.

Application to the Communicative Disorders and Deaf Studies Department (CDDS) Clear Education Specialist: Deaf and Hard of Hearing credential program

Verification of employment in a deaf education position or acceptable placement in a DHH classroom to complete the requirements for the Clear credential program.

A letter of recommendation from the supervising administrator of the employing district recommending the candidate to the Fresno State Clear Education Specialist: DHH credential program.

Required Readings
Journal of Deaf Studies and Deaf Education, Oxford University Press, available online

Recommended Reading

Student Outcomes
Credential candidates will increase knowledge of professional issues in deaf education through participation in online discussions, blogs, and readings.

Credential candidates will design an Individual Induction Plan (IIP) with the support of a University Supervisor and DHH Support Provider in the area of employment.
Credential candidates will complete modules of the Formative Assessment for California Teachers (FACT) utilizing the plan→teach→reflect→apply process.

Credential candidates will create an electronic professional portfolio to demonstrate learning in the Induction program.

Credential candidates will participate in Deaf Community activities in the area of employment or placement.

Credential candidates will self-evaluate their teaching skills with children who are deaf or hard of hearing.

**Course Assignments**

1. **Identify a DHH Support Provider and Request Approval**

   Students will work with their employer to select a DHH Support Provider and request a resume or VITA. Submit the DEAF EDUCATION SUPPORT PROVIDER APPROVAL form and Support Provider resume or VITA for approval.

   The responsibilities of the District Support Provider include the following:

   - Meet regularly with the teacher participating teacher to review his/her progress on Induction Plan.
   - Assist the participating teacher in reflecting on his/her practice by discussing instructional practices and collaborating with him/her on ways s/he can apply principles and strategies developed in the Level I/Preliminary program.
   - Observe the participating teacher in action in the classroom.
   - Work closely with the participating teacher’s university supervisor to ensure that the new teacher is making progress toward achieving Clear Credential goals.
   - Sign-off on all needed forms during the participating teachers’ Clear Credential enrollment.

   **Qualifications**

   The qualifying criteria for the support provider as established by the California Commission on Teacher Credentialing (CCTC) are:

   - Credential licensed staff member of a public or private school;
   - At least three years of successful teaching experience in special education;
   - Knowledge of curriculum/adaptations to meet students’ needs;
   - Leadership skills;
   - Willingness to participate in support provider/assessor training;
   - Willingness to discuss and share instructional ideas and materials;
   - Effective interpersonal skills and willingness to work collaboratively;
   - Demonstrated commitment to own professional growth and learning;
   - Willingness to provide support activities that are balanced to address the full range of teaching responsibilities;
   - Knowledge of effective strategies to teach students from diverse populations.

   A participating teacher’s support provider must be a person other than the participating teacher’s principal or immediate supervisor.
2. **Sign-up for New Teacher support program with employer.**

3. **Complete FACT modules with the support of the University Supervisor and DHH Support Provider.**
   FACT modules are available online at [http://ca-btsainduction.org/formative-assessment-california-teachers](http://ca-btsainduction.org/formative-assessment-california-teachers). Each module builds on the previous module in a two year cycle of continuous improvement. Instructions for completing the required forms are provided for each module. Completed forms will be added to the Professional Portfolio.

   FACT System Modules
   - Inquiry into Teaching and Learning: [http://ca-btsainduction.org/fact/modules/inquiry](http://ca-btsainduction.org/fact/modules/inquiry)

4. **Complete online CDDS 278 Blackboard modules in Ethical Principles and Least Restrictive Environment for Students who are Deaf or Hard of Hearing**
   Review the CEC Ethical Principles for Special Educators. Write a brief summary that can be used as a daily reminder of ethical principles. [http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards)
   Read articles posted and contribute to group discussions of case management, IFSP/IEP and transition planning teams, advocacy, consultation and collaboration, co-teaching for children who are deaf or hard of hearing. Create a group electronic presentation summarizing research and online discussions.

5. **Review CDE website for updates on English Learners**
   Include updated information in lesson planning for FACT modules.

6. **Design Individual Induction Plan**
   Credential candidates will design an IIP based on the recommendations noted in the Transition Plan from the preliminary credential program and based on their Summary of Teaching and Learning following completion of FACT system modules. Use the EDUCATION SPECIALIST: DHH INDIVIDUAL INDUCTION PLANNING GUIDE to document your planning process. Record resources consulted in the PROFESSIONAL RESOURCES table.

7. **Professional Development Activities**
   Credential candidates will attend professional trainings, workshops, or conferences in the areas of interest or areas noted as needing additional training in the IIP planning process. A total of 40 hours is required for the entire IIP process. For the CDDS 278 course 8 hours of professional training is required and will be documented on the NON-UNIVERSITY ACTIVITY form. The training is intended to inform the credential candidate as part of the continuous improvement cycle of the FACT system modules. The NON-UNIVERSITY form will be included in your professional portfolio under Standard 7 Professional Development

8. **Deaf Community Activities**
   Credential candidates will complete 10 hours of involvement with the Deaf community and document the hours on the NON-UNIVERSITY ACTIVITY form for Standard 7 Professional Development.
9. **Self-evaluation**
Credential candidates will make a recording of themselves teaching a lesson and evaluate themselves using the TEACHING EVALUATION CLEAR CREDENTIAL CANDIDATE: DHH

10. **University Supervisor visit**
Credential candidate will make arrangements for the university supervisor to observe a lesson.

11. **Professional Portfolio**
Credential candidates will create an electronic professional portfolio to document learning in the Induction Program. The portfolio will be started in CDDS 278 and completed in CDDS 279. Use the following format for the portfolio:

**SECTION I:**
- Cover page
- Table of Contents
- Recommendation Letter from District for Clear Credential Program
- Initial Verification of Employment or Request for Placement
- Academic and Teaching experience

**SECTION II (Divided by Clear Credential Standard)**

**Standard 1 – Program Rationale and Design**
- Professional Resources
  - FACT A-1.1
  - FACT A-2
  - FACT A-3

**Standard 2 – Communication and Collaboration**
- FACT A-4
- FACT A-5
- FACT A-6
- FACT Conversation E-3.1

**Standard 3 – Support Providers and Professional Development Providers**
- Support Provider request
- Support Provider VITA or resume
  - FACT B-2
  - FACT B-3
  - FACT B-4

**Standard 4 – Formative Assessment**
- FACT C-2
- FACT C-3
- FACT C-4
- FACT C-5
- FACT C-6
- FACT C-7
- FACT C-8
- University Supervisor Evaluation
- Candidate Self-Evaluation

**Standard 5 Pedagogy**
- FACT D-1
- FACT E-2.5
- FACT E-2.7
- FACT E 3.5

**Standard 6 – Universal Access: Equity for all Students**
- CEC Ethical Principles Summary Statement
  - FACT E-2.6
  - FACT Conversation 3.6

**Teaching English Learners**
- FACT E-2.6a
  - FACT Conversation E-3.6A

**Teaching Special Populations**
- FACT E-2.6b
  - FACT Conversation E-3.6b

**Standard 7 – Professional Development Options for Education Specialists**
Non-University Activities

IIP Signature Page

<table>
<thead>
<tr>
<th>Method of Grade Determination</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Site (university) meeting</td>
<td>10</td>
</tr>
<tr>
<td>Online communications and review of IIP</td>
<td>10</td>
</tr>
<tr>
<td>Readings and Blackboard participation</td>
<td>10</td>
</tr>
<tr>
<td>FACT Modules</td>
<td>30</td>
</tr>
<tr>
<td>IIP Planning form</td>
<td>10</td>
</tr>
<tr>
<td>Professional Development (8 hrs min)</td>
<td>10</td>
</tr>
<tr>
<td>Deaf Community (10 hours min)</td>
<td>10</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale: Credit/Non-Credit: Credit: 85 plus points; Non-Credit: 84 or less points

University Policies

Students with Disabilities:
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers:
At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Cheating and Plagiarism:
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
Disruptive Classroom Behavior:
The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy:
Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

http://www.csufresno.edu/library/about/policies/copyrtpolicyfull.pdf

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Honor Code:
Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:
   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

For more details, please check out APM-236 for the complete text of the Honor Code. (http://www.csufresno.edu/aps/documents/apm/236.pdf)

Department Mission Statement
The mission of the Department of Communicative Disorders and Deaf Studies at California State University, Fresno is to disseminate knowledge and train professionals in speech-language pathology, audiology, deaf education, and interpreting who will provide quality service to the public. The Department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting understanding of people of various cultures, and offering opportunities for research and scholarship in communicative disorders and deaf studies.
California State University, Fresno  
Department of Communicative Disorders and Deaf Studies  
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING CREDENTIAL

I. Introduction
The California Commission on Teacher Credentialing (CCTC) is a State agency that establishes requirements for credentials that authorize public school teaching (www.ctc.ca.gov). An Education Specialist: Deaf Hard of Hearing (DHH) Credential authorizes the holder to teach individuals who are deaf or hard of hearing from birth through age 22. 

http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf

All requirements for the Preliminary Level Education Specialist: DHH Credential must be satisfied prior to beginning a Clear Credential program. California State University, Fresno requires equivalent coursework to the Fresno State Preliminary Credential program also be completed before enrolling in Clear credential coursework. The Clear Education Specialist; DHH credential program features close cooperation between the university and the employing school district. Credential candidates employed with a Preliminary Education Specialist: Deaf and Hard of hearing credential are required to enroll in an Education Specialist: DHH Clear credential program within 60 days of employment as a teacher of deaf students. All Fresno State Clear DHH credential coursework will be completed with one visit to the campus for each CDDS course. Clear DHH credential candidates will participate in online activities.

II. CCTC Requirements for the Clear Education Specialist: DHH Credential
Applicants must satisfy all of the following requirements within a five year period:

A. Complete an individualized induction plan (IIP) designed in collaboration with your employer and a California college or university with a Commission-accredited education specialist program in the area listed on your Preliminary DHH credential.

B. CPR certification must be current

C. Obtain the formal recommendation for the credential by the university or district program where your individualized induction plan was completed

Reference: California Education Code, Sections 44225, 44265, and 44265, and Title 5, California Code of Regulations, Section 80463.5 through 80048.6

III. Fresno State requirements for Clear Education Specialist: DHH Credential for those with a Preliminary Credential from Fresno State

A. Enroll in and successfully complete CDDS 278 Application and Theory into Practice in Deaf Education (3 units).

B. Current CPR certification

C. Enroll in and successfully complete CDDS 279 Induction Plan Based Field Experience in Deaf Education Settings (3 units).

D. Current CPR certification

IV. For Level II candidates who have not completed their Preliminary DHH Credential program at Fresno State:

A. Provide CSUF Clear Education Specialist: DHH credential advisor a copy of transcripts from all colleges and universities attended and a copy of the Preliminary Education Specialist: DHH credential.

B. Meet with CSUF Clear Education Specialist: DHH credential advisor to review transcripts and determine prerequisite courses to be completed before enrolling in CDDS 278 and CDDS 279. Prerequisite classes may be available through the Internet.

C. Apply to the CDDS Department as a Clear Education Specialist: DHH Credential student.

D. After completion of prerequisite graduate courses, enroll and complete CDDS 278 Application and Theory into Practice in Deaf Education and CDDS 279 Induction Plan Based Field Experience in Deaf Education.

V. University enrollment policies
A. If a student has not been enrolled at CSUF consecutive semesters, the student may apply to the CDDS Department and Open University Clear Education Specialist: DHH Credential student.

B. Students who have completed their MA degree will not need to reapply to the university before taking CDDS 278, if the course is taken in the semester immediately following completion of the MA degree.

VI. Program sequence

A. First semester of employment. (Within 60 days of employment)
   1. Submit copy of Preliminary Education Specialist: DHH credential and department application for the Clear Education Specialist: DHH credential program.
   2. Register for CDDS 278 through Open University (http://www.fresnostate.edu/cge/openuniversity)
   3. Pay fees. Begin working on your Individual Induction Plan (IIP) and professional portfolio. You may be required to come to the university 1-2 times during the semester. Other course requirements can be completed within the district where you are working.

B. Second and third semester of employment
   1. Continue working to satisfy requirements for the IIP with your support provider in the district where you are hired.
   2. Continue compiling your professional portfolio.
   3. Email Deaf Ed faculty to notify them when you are intending to take CDDS 279.

C. Fourth semester of employment or within 5 years
   1. Enroll in CDDS 279: Induction Plan Based Field Experience in Deaf Education Settings. (http://www.fresnostate.edu/cge/openuniversity) You may be required to come to the university 1-2 times during the semester. Other course requirements can be completed within the district where you are working.
   2. Complete IIP professional portfolio.
   3. Upon completion of CDDS 279 course and IIP, professional portfolio, apply for the Clear Education Specialist: DHH credential through the credentialing office at Fresno State.
   4. Include filing fee with credential application.

For further information regarding the Education Specialist: Deaf and Hard of Hearing Clear credential, please contact the Deaf Education department office (559) 278-2423.
APPLICATION FOR DEAF ED CLEAR CREDENTIAL PROGRAM

Department of Communicative Disorders and Deaf Studies
California State University, Fresno
Fresno, CA 93740-8019
(559) 278-5187 (FAX)
(559) 278-2423 (VOICE)
(559) 478-2788 (866) 957-9016 (VP)

NAME_______________________________________________DATE___________________
STUDENT ID #________________________________________________________________
ADDRESS____________________________________________________________________
_________________________________________________________________
MAILING ADDRESS (If different) ________________________________________________
_________________________________________________________________
TELEPHONE: HOME: ( )_____________________ FAX: ( )____________________
E-MAIL ADDRESS:____________________________________________________________
EMPLOYER: _________________________________________________________________
SUPERVISOR: ________________________________________________________________
SCHOOL SITE ADDRESS _______________________________________________________
TELEPHONE: WORK: ( ) _____________________ FAX: ( ) ______________________
YEARS OF EMPLOYMENT IN A SCHOOL DISTRICT AFTER COMPLETING LEVEL I CREDENTIAL _____________________________
I have completed the following: Date Granted
Level I D/HH Credential ____________ ___________
MA Degree ____________ ___________
Multiple Subjects Credential ____________ ___________
Other CA Credential ____________ ___________

DO NOT WRITE BELOW THIS LINE
Received: Dept. Application
Final Recommendation after review by faculty: Accepted_________ Denied_________
Deaf Ed Graduate Program Coordinator:__________________________________________
DEAF EDUCATION SUPPORT PROVIDER APPROVAL FORM
Department of Communicative Disorders and Deaf Studies
California State University, Fresno
Fresno, CA 93740-8019
(559) 278-5187 (FAX)
(559) 278-2423 (VOICE)
(559) 478-2788 (866) 957-9016 (VP)

PRACTICING TEACHER _____________________________ DATE __________

SUPPORT PROVIDER NAME ____________________________________________

SUPPORT PROVIDER EMAIL ____________________________________________

SUPPORT PROVIDER OFFICE TELEPHONE: ______________________________

SUPPORT PROVIDER FAX (       )________________________________________

SUPPORT PROVIDER WORK SITE ADDRESS _______________________________

____________________________________________________________

Submit this form and a copy of your support providers VITA or resume for University approval within the first three weeks of the semester.

DO NOT WRITE BELOW THIS LINE

Received: Support Provider VITA or resume __________
Final Recommendation after review by faculty: Accepted________ Denied________
Deaf Ed Graduate Program Coordinator: ___________________________________________
VERIFICATION OF EMPLOYMENT
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING
(Initial verification, CDDS 278)

1. Personal Information

Applicant’s Full Legal Name: ________________________________

CSUF Student ID ________________________________

*Attach a copy of Preliminary Level I Education Specialist Credential or a Certificate of Eligibility.

2. Employing Agency

Title of Position: ________________________________

Date of Initial Employment: _____________________________

Name of Employing Agency: ________________________________

Mailing Address: ________________________________

City: __________________ State _______ ZIP ___________

County of Employment: ____________________ Phone: ( ) ___________

Name of Immediate Supervisor: ________________________________

Position: ________________________________

Printed Name of Employer or Designee ____________________

Title ____________________

3. Plan for developing the Individualized Induction Plan

Support Provider (not principal or supervisor) Assigned to Credential Holder: _______

Position of Support Provider: ________________________________

Employing Agency: ________________________________

Institution Selected for Development of Individualized Induction Plan and Completion of Professional Level II Program: ________________________________
REQUEST FOR CLEAR EDUCATION SPECIALIST PLACEMENT  
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING  

(Required if not employed prior to enrollment in CDDS 278)

1. **Personal Information**  
   Applicant’s Full Legal Name:________________________________________________
   Fresno State Student ID __________________________________________
   *Attach a copy of Preliminary Level I Education Specialist Credential or a Certificate of Eligibility.

2. **Placement Request**  
   Name of DHH teacher requested:__________________________________________
   Email address of DHH teacher ____________________________________________
   Name of DHH Teacher’s Employer:________________________________________
   Name of DHH Teacher’s Immediate Supervisor: ______________________________
   Position of supervisor ___________________________________________________
   Email address of Supervisor _____________________________________________
   Name of school site: _____________________________________________________
   Address of requested site : ________________________________________________
   City:_______________________ State _________ ZIP ___________

3. **Plan for developing the Individualized Induction Plan**  
   Write a brief description of how *demonstration of effective teaching* will occur in the requested setting

_________________________  __________________  
Signature of Candidate      Date
Please evaluate the support you received from your Support Provider.

Response Legend: 1=Never  2=Rarely  3=Sometimes   4=Frequently  5=Always

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>My support provider created opportunities for me to express my</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>difficulties and concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider was helpful and sincere when expressing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>interest in my professional improvement and growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider made comments that were specific enough</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>to be useful in improving my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider based observation comments on evidence from</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>my teaching and classroom environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider provided me with feedback after</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>observations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision and feedback from my support provider helped</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>increase the effectiveness of my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider worked with me to identify goals and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>create my induction plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider helped me identify professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider helped me identify school and district</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When needed, my support provider used his/her knowledge and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>experience to provide guidance and assistance (e.g. in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effective teaching practices, dealing with challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>situations or students, finding resources, curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>related issues).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider was accessible in person, by phone, or</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>by e-mail.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider’s assessment of my teaching was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>knowledgeable and fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please evaluate the support you received from your Support Provider.
Response Legend: 1=Never  2=Rarely  3=Sometimes  4=Frequently  5=Always

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>My support provider created opportunities for me to express my</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>difficulties and concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider was helpful and sincere when expressing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>interest in my professional improvement and growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider made comments that were specific enough to</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>be useful in improving my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider based observation comments on evidence from</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>my teaching and classroom environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider provided me with feedback after observations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Supervision and feedback from my support provider helped increase</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>the effectiveness of my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider worked with me to identify goals and create</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>my induction plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider helped me identify professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider helped me identify school and district</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When needed, my support provider used his/her knowledge and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>experience to provide guidance and assistance (e.g. in effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching practices, dealing with challenging situations or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students, finding resources, curriculum related issues).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider was accessible in person, by phone, or by</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e-mail.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support provider’s assessment of my teaching was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>knowledgeable and fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PROFESSIONAL RESOURCES

**Standard 1**

<table>
<thead>
<tr>
<th>Professional Goal</th>
<th>Web address/Contact Info</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Planning Prompt</td>
<td>Teaching or Professional Goal</td>
<td>Resources to Access</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Access: DHH students with Special Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Access: DHH Students Communication Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Access: Candidate Personal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration, Consultation, and Co-teaching in the Least Restrictive Environment for Students who are Deaf or Hard of Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a 2-3 paragraph summary of your learning through your Individual Induction Plan
NON-UNIVERSITY ACTIVITY

Participating Teacher ________________________________

Topic of Activity ________________________________

Sponsoring Agency of Activity: ________________________________

Title of Activity: ____________________________________________

Dates: ________________________________ Times: ________________________________

Location: ____________________________________________

Address: ____________________________________________

Names of Presenters: ____________________________________________

Number of Hours: ____________________________________________

Bulleted Notes of Key Learning Points: (A description of the information presented)

• -

• -

• -

• -

• -

Application to current DHH teaching responsibilities OR Application to a future DHH position (one paragraph)
TEACHING EVALUATION CLEAR CREDENTIAL CANDIDATE - DHH
California State University, Fresno
Department of Communication Disorders and Deaf Studies

___ CDDS 278     ___ CDDS 279

Participating Teacher __________________________________________   Date __________________________

Location ________________________________________ Grade Level/Subject __________________________

University Supervisor ________________________________________________________________________________

Person Completing Form:  □ University Supervisor       □ Participating Teacher (self-evaluation)

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>1: Does not meet standard</th>
<th>2: Basic</th>
<th>3: Proficient</th>
<th>4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses acceptable written, oral, and nonverbal communication with students</td>
<td>Frequently demonstrates inappropriate use of written and/or oral language. Nonverbal communication is not apparent</td>
<td>Usually demonstrates appropriate use of written and oral language. Nonverbal communication is limited</td>
<td>Frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.</td>
<td>Consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.</td>
</tr>
<tr>
<td>Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.</td>
<td>Does not involve the students in any type of interactive activities.</td>
<td>Provides occasional opportunities for student-to-student communication.</td>
<td>Students regularly participate in interactive activities planned by the Candidate.</td>
<td>Students usually work together, not only on Candidate-planned activities, but also on self-selected projects.</td>
</tr>
<tr>
<td>Listens to students and demonstrates interest in what they are saying by responding appropriately</td>
<td>Does not respond to student comments</td>
<td>Inconsistent in responding to what students are saying.</td>
<td>Looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing</td>
<td>Responds to students with appropriate verbal or nonverbal feedback by summarizing what students have shared</td>
</tr>
<tr>
<td>Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking</td>
<td>Has limited rapport with students, rarely encourages inquisitiveness, discourages interactions and questioning</td>
<td>Establishes rapport with students, or develops an atmosphere of limited inquiry</td>
<td>Establishes rapport with students and often encourages inquiry.</td>
<td>In addition to 3, the Candidate accepts students' ideas, and fosters academic risk-taking.</td>
</tr>
<tr>
<td>Performance Category</td>
<td>Does not meet standard 1</td>
<td>Basic 2</td>
<td>Proficient 3</td>
<td>Exemplary 4</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Demonstrates communi-</td>
<td>Candidate seldom recog-</td>
<td>Candidate is aware of</td>
<td>Candidate is often ad-</td>
<td>Candidate dem-</td>
</tr>
<tr>
<td>cation skills which</td>
<td>nizes diversity differ-</td>
<td>diversity differences</td>
<td>justs communica-</td>
<td>onstrates sen-</td>
</tr>
<tr>
<td>show sensitivity to</td>
<td>ences within the Class-</td>
<td>within the class room,</td>
<td>communications and ac-</td>
<td>tivity differ-</td>
</tr>
<tr>
<td>diversity differ-</td>
<td>room, but seldom ad-</td>
<td>but seldom adjusts</td>
<td>tions to various cul-</td>
<td>ences through</td>
</tr>
<tr>
<td>ences.</td>
<td>justs communica-</td>
<td>communications and ac-</td>
<td>tures.</td>
<td>communica-</td>
</tr>
<tr>
<td>Adapts to the various</td>
<td>tion attempts of stu-</td>
<td>tion attempts of stu-</td>
<td>tion attempts of stu-</td>
<td>tion attempts of</td>
</tr>
</tbody>
</table>
| communication needs | dents with multiple | dents with multiple | dents with multiple | students with mul-
| of students with mul- | handicaps but does not | handicaps but does not | handicaps but does not | tiple handicaps |
| tiple handicaps | respond appropri- | respond appropri- | respond appropri- | |
| | ately to the | ately to the | ately to the | |
| | communica- | communica- | communica- | |
| | tion at- | tion at- | tion at- | |
| | tempts of stu- | tempts of stu- | tempts of stu- | |
| | dents with multi- | dents with multi- | dents with multi- | |
| | ple handicaps | ple handicaps | ple handicaps | |

2. Planning and Preparation

<table>
<thead>
<tr>
<th>Selects goals and objectives for plans that are valuable, clear, and appropriate in terms of scope and sequence.</th>
<th>Goals are not valuable and represent low expectations for students; goals are not clear enough to allow for assessment.</th>
<th>Goals are moderately valuable in their expectations or conceptual understanding for students, and in their importance; goals are only moderately clear or include a combination of goals and activities</th>
<th>Goals are valuable in their level of expectation, conceptual understanding, critical thinking, and importance; most goals are clear and permit assessment</th>
<th>Goals chosen for plans are valuable, establish high expectations, provide for critical thinking by students, and relate to curriculum frameworks and standards; all goals are clear, written in the form and student learning, and permit viable methods of assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes content errors or does not correct content errors students make.</td>
<td>Shows basic content knowledge but cannot articulate connections with other disciplines</td>
<td>Shows solid content knowledge and makes connections between the content and other disciplines</td>
<td>Shows extensive and consistent knowledge of content, with evidence of continuing pursuit of knowledge</td>
<td></td>
</tr>
<tr>
<td>Plans using knowledge about characteristics of age group, knowledge of students’ varied approaches to learning; knowledge of students’ interests and cultural heritage; and knowledge of students’ skills and knowledge.</td>
<td>Shows minimal knowledge of developmental characteristics of age group; unfamiliarity with different approaches to learning (such as learning styles or “intelligences”); little knowledge of students skills and knowledge, interests or cultural heritage.</td>
<td>Shows generally accurate knowledge of the developmental characteristics of age group; general understanding of the different approaches to learning; recognizes the value of understanding students’ skills, knowledge interest, or cultural heritage, but uses this only in planning for the class as a whole</td>
<td>Shows thorough understanding of typical developmental characteristics of age groups , as well as exceptions; shows solid understanding of the different approaches to learning that different students exhibit; shows knowledge of students’ skills and knowledge; shows knowledge of the interests or cultural heritages of groups of students.</td>
<td>Shows knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which individual student follows patterns; uses, where appropriate, knowledge of varied approaches to learning in planning; displays skills and knowledge of the interests or cultural heritages of groups of students.</td>
</tr>
<tr>
<td>Performance Category</td>
<td>Does not meet standard</td>
<td>Basic</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Plans lessons that incorporate multiculturalism and diversity in non-stereotypical ways.</td>
<td>There is no mention of diversity in any lesson planning.</td>
<td>Acknowledges diversity but diversity is treated in trivial ways (e.g., focus on stereotypical differences, like “Mexicans eat tortillas.”)</td>
<td>Plans reflect recognition and general acceptance of differences. There is some reflection on diverse perspectives.</td>
<td>Reflects respect and affirmation of individual differences. Lessons ask students to use information learned in interactions with fellow students and their outside work.</td>
</tr>
<tr>
<td>Plans well in advance and incorporates varied and creative materials and resources into planning, including, where appropriate, technology.</td>
<td>Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used.</td>
<td>Plans incorporate only those materials and resources readily available in the classroom; technology is seldom used.</td>
<td>Plans incorporate materials and resources from school and the community; technology is used periodically.</td>
<td>Plans incorporate materials and resources from school, community, professional organizations, and other resources; technology is used creatively and appropriately to strengthen the lesson.</td>
</tr>
<tr>
<td>Plans lessons to meet the needs of students who have multiply handicapped or varying levels of academic achievement (Differentiated Instruction)</td>
<td>No provisions in the plans for multiply handicapped or varying levels of academic achievement</td>
<td>Plans for the varied needs of students in a superficial way. (e.g. Giving “busy work” while other students are given grade level work)</td>
<td>Frequently makes provisions in lessons for giving appropriate lessons/materials that match the level of student achievement</td>
<td>Shows consistent planning of lessons/materials appropriate for students of varying achievement/academic levels</td>
</tr>
</tbody>
</table>

### 3. Formal Assessment

<table>
<thead>
<tr>
<th>Uses varied assessment and evaluation tools.</th>
<th>Uses only the evaluation tools provided by cooperating teacher.</th>
<th>Develops and uses a variety of evaluation tools.</th>
<th>Develops and uses a variety of evaluation tools including performance assessment and observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses assessment results.</td>
<td>Instructional decisions or are sometimes made based on assessment results.</td>
<td>Assessment results are consistently used to plan instruction is not differentiated.</td>
<td>Assessment results are consistently to plan instruction that responds to the strengths/needs of varying learners. Results also used to make instructional decisions (grouping, content).</td>
</tr>
<tr>
<td>Performance Category</td>
<td>Does not meet standard 1</td>
<td>Basic 2</td>
<td>Proficient 3</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Uses congruent assessments and clear standards</td>
<td>Assessments do not match instructional goals and/or criteria is not clear.</td>
<td>Most assessments match goals/objectives; criteria are developed but not always clear.</td>
<td>Assessments consistently match goals and objectives; criteria for evaluation are developed</td>
</tr>
<tr>
<td>Incorporates varied sources of assessment information.</td>
<td>All assessment information comes from student candidate.</td>
<td>Assessment information comes from student and cooperating teacher.</td>
<td>Incorporates assessment information from at least one source other than classroom and student Candidate.</td>
</tr>
<tr>
<td>Maintains systematic record keeping and communicates assessment results.</td>
<td>Maintains no records</td>
<td>Maintains records, but they are not systematic. Does not share assessment information with anyone else.</td>
<td>Maintains systematic records, but does not communicate with school partners OR communicates assessment information that is not systematic</td>
</tr>
</tbody>
</table>

4. Creates and Maintains a Learning Environment

<p>| Establishes and maintains standards of classroom behavior | Has not established standards of conduct and responds inconsistently or disrespectfully to student behavior. | Has established standards of conduct but they are confusing for some students. Applies them inconsistently. Builds rapport with some students | Has established standards that are clear to all students. Responds appropriately most of the time. Supports students in meeting these standards. Builds rapport with students. | Has involved students in the establishment of clear standards of conduct. Responds appropriately, consistently and respectfully at developmental level of students supports students in meeting these standards. Is consistent in demonstrating equitable behavior and fairness to all students. Builds rapport with students. |
| Facilitates development of student responsibility         | Does not encourage student responsibility for personal and community behavior and learning. | Provides limited assistance for only some students in understanding their responsibility for the classroom environment and for learning. | Provides limited assistance for all students in understanding their responsibility for the classroom environment and for learning. | Consistently encourages and supports student responsibility for personal and community behavior. |</p>
<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses time effectively. Uses time appropriately, spending time on activities while ending them before interest is lost</td>
<td>Consistently unprepared for class. Often begins late, students are often off task and not engaged in learning activities. Students and instructor are often off topic.</td>
<td>Often unprepared for class. Occasionally begins late, students are engaged in learning activities more often than not.</td>
<td>Usually comes to class prepared. Class generally begins on time, students spend the majority of their time on task, off task time is minimal, students are usually engaged in learning activities.</td>
<td>Consistently comes to class prepared to teach students are consistently engaged in learning activities. Keeps classroom discussion on topic</td>
</tr>
<tr>
<td>Monitors students’ participation and interpersonal interactions in learning activities</td>
<td>Unaware of or unable to encourage student participation. Unaware of students interests. Chooses activities that do not motivate students to participate. Uses inappropriate or ineffective management techniques.</td>
<td>Often needs to intervene to control behaviors. Has limited repertoire of management techniques.</td>
<td>Manages conflicts that arise. Occasionally uses techniques to prevent negative interpersonal interactions</td>
<td>Aware of and uses effective techniques to monitor students. Prevents problems before they arise by intervening and engaging students. Reinforces student behavior verbally and non-verbally. Uses strategies to prevent interpersonal conflict. Chooses activities that motivate students and are tied to their interests. Groups students effectively and able to anticipate problems that may arise</td>
</tr>
<tr>
<td>Establishes efficient routines for procedural tasks and delegates to students</td>
<td>Unprepared to handle routine procedures resulting in loss of instructional time. Spends excessive time on non-instructional tasks (e.g. record keeping). Students are often idle while teacher attends to procedural tasks.</td>
<td>Tasks that could be delegated to students are controlled by the teacher. Students are not engaged in learning while tasks are being performed.</td>
<td>Has systems for performing non-instructional duties resulting in limited loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized</td>
<td>Handles procedures smoothly with little loss of instructional time. Has established routines that enable students to begin work when they enter class, time on task maximized</td>
</tr>
</tbody>
</table>

5. Teaching for Student Learning

<p>| Uses a variety of instructional strategies | Uses no variety of teaching strategies. | Uses limited teaching strategies and has little awareness of the fit between strategies and learners’ styles, strengths, and needs | Uses varied teaching strategies but has limited awareness of the fit between the strategies and the learners’ styles, strengths, and needs | Uses a variety of teaching strategies to accommodate different learning styles, strengths, and needs |</p>
<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard 1</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaches with structure and pacing, yet flexible enough to respond to students</td>
<td>Teaches with little clarity and/or structure and suitability toward learning goals. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment</td>
<td>Teaches content with partial clarity and suitability toward learning goals. Structure is recognizable. Pacing is inconsistent. Adheres rigidly to plans ignoring students' interests and need for adjustment.</td>
<td>Teaches content clearly and consistently in a cohesive manner with appropriate pacing Adjusts responsively to student interests and needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions</td>
<td>Few questions are asked or questions do not stimulate students' analytical or creative thinking; questions encourage yes/no student response.</td>
<td>Questions are somewhat varied but tend towards knowledge level thinking; questions result in minimal student response; limited feedback.</td>
<td>Questions promote problem solving, demand analytical, creative, and/or reflective thinking but probes are infrequent or superficial; student response to questions is not equitably spread across class; feedback is limited.</td>
<td>Questions promote problem solving, demand analytical, creative, and/or reflective thinking; probes for clarification, elaboration, and meta-cognition; questions and probes equitably distributed among students; feedback on responses is high quality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of media communication tools to enrich learning.</td>
<td>Teacher does not use media communication tools in the Instructional environment and teaching-learning process</td>
<td>Teacher uses media communication tools in the instructional environment (e.g., visual displays) but does not incorporate them into the teaching-learning process.</td>
<td>Teacher uses media communication tools in the environment and teaching learning process, in an approach that is primarily teacher-centered.</td>
<td>Teacher develops lessons activities that incorporate the use of media communication tools in a student-centered format designed to empower student's use of the mediums.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates opportunities for students to cooperate, communicate, and interact with each other to enhance learning.</td>
<td>Teacher does not involve the students in any type of interactive activities. Interaction is teacher dominated. Little student active participation.</td>
<td>Teacher provides occasional opportunities for student-to-student communication.</td>
<td>Students regularly participate in interactive activities planned by the teacher. Attempt to engage all students but uneven results.</td>
<td>Facilitates high level of student interactions; students initiate topics, pose questions. Students frequently work together, not only on teacher-planned activities, but also on self-selected projects.</td>
</tr>
</tbody>
</table>
### 6. Teacher Professionalism

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Does not meet standard</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects enthusiasm for teaching and learning</td>
<td>Often appears bored in the school setting.</td>
<td>Appears eager, excited and curious from time to time, but not consistently so. Participates in professional activities to a limited extent when they are convenient.</td>
<td>Usually appears eager and excited in interactions with students, but not so with other adults. Occasionally seeks out professional development opportunities.</td>
<td>Appears eager, excited, and curious in interactions with students, colleagues, and other adults. Seeks out opportunities for professional development to enhance content and pedagogical skills.</td>
</tr>
<tr>
<td>Establishes and maintains effective working relationships with colleagues and other individuals in professional situations.</td>
<td>Working relationships are not initiated or maintained with other adults and professionals.</td>
<td>Interacts appropriately with other adults when they initiate contact. Seldom initiates contacts.</td>
<td>Initiates and maintains appropriate contact with some other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information.</td>
<td>Initiates contact with a wide variety of other adults (parents, colleagues, supervisor, interpreter) in order to solve problems or gain information. Effective working relationships are maintained with a broad base of other professionals.</td>
</tr>
<tr>
<td>Reflects on teaching</td>
<td>Resists or fails to gather relevant information to identify strengths and weaknesses in own teaching. Is unable to judge if teaching effective and has no suggestions for future improvement of teaching.</td>
<td>Periodically gathers information on teaching and makes an accurate assessment of effectiveness of teaching. Has few suggestions for future improvement.</td>
<td>Gathers information and has a generally accurate impression of effectiveness of teaching. Occasionally has difficulty in interpreting strengths and weaknesses. Offers general suggestions on how a lesson may be improved.</td>
<td>Gathers and effectively interprets information to strengths and weaknesses own teaching. Makes an accurate assessment of effectiveness of teaching. Specific suggestions for improvement.</td>
</tr>
<tr>
<td>Demonstrates professional judgment, integrity, and ethical standards.</td>
<td>Appears unaware of professional and ethical standards.</td>
<td>Limited demonstration of professional and ethical standards. Periodically needs to be reminded of the expectations of the role.</td>
<td>Usually demonstrates professional and ethical standards with only an occasional reminder of the expectations of the role.</td>
<td>Consistently demonstrates professional and ethical standards. Conveys a sense of self as a teacher rather than as a student.</td>
</tr>
</tbody>
</table>
PROFESSIONAL PORTFOLIO APPROVAL
EDUCATION SPECIALIST: DEAF AND HARD OF HEARING
INDIVIDUAL INDUCTION PLAN (IIP)
California State University, Fresno

Credential Candidate: ____________________________________________

**Standard 1 – Program Rationale and Design**

Professional Resources ________
FACT A-1.1 ________
FACT A-2 ________
FACT A-3 ________

Documentation Meets or Exceeds State Standards
Documentation Does Not Meet State Standards

**Standard 2 – Communication and Collaboration**

FACT A-4 ________
FACT A-5 ________
FACT A-6 ________
FACT Conversation E-3.1 ________

Documentation Meets or Exceeds State Standards
Documentation Does Not Meet State Standards

**Standard 3 – Support Providers and Professional Development Providers**

Support Provider request ________
Support Provider VITA or resume ________
FACT B-2 ________
FACT B-3 ________
FACT B-4 ________

Documentation Meets or Exceeds State Standards
Documentation Does Not Meet State Standards

**Standard 4 – Formative Assessment**

Teaching Evaluation – DHH Self Evaluation ________
Teaching Evaluation – DHH University Supervisor ________
FACT C-2 ________
FACT C-3 ________
FACT C-4 ________
FACT C-5 ________
FACT C-6 ________
FACT C-7 ________
FACT C-8 ________

Documentation Meets or Exceeds State Standards
Documentation Does Not Meet State Standards
Standard 5 Pedagogy

FACT D-1
FACT E-2.5
FACT E-2.7
FACT E 3.5

_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 6 – Universal Access: Equity for all Students

CEC Ethical Principles Summary Statement
FACT E-2.6
FACT Conversation 3.6

Teaching English Learners
FACT E-2.6a
FACT Conversation E-3.6A

Teaching Special Populations
FACT E-2.6b
FACT Conversation E-3.6b

_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

Standard 7– Professional Development Options for Education Specialists

Non-University Activities

_________ Documentation Meets or Exceeds State Standards
_________ Documentation Does Not Meet State Standards

____________________________________  ___________
Credential Candidate       Date

_________________________________________  ____________
University Advisor       Date

_________________________________________  ____________
Support Provider       Date